# Title of Instructional Materials: Prentice Hall: Algebra II CCE with Digital Path

**Grade Level**: Algebra II

# Summary of Prentice Hall: Algebra II CCE with Digital Path

Overall Rating: Weak (1-2)	Important Mathematical Ideas: Weak (1-2)
Moderate (2-3)	Moderate (2-3)
☐ Strong (3-4)	☐ Strong (3-4)
Summary / Justification / Evidence:	
Missing the following standards: A-APR.1, A-APR4, S-IC.5. No	Summary / Justification / Evidence:
reference to even/odd functions	Many important mathematical ideas are not well developed,
reference to eveny our functions	conceptually developed, related to real world situations, building
	understanding, or embedded in the content and using multiple
	approaches
Skills and Procedures: Weak (1-2)	Mathematical Relationships: Weak (1-2)
☐ Moderate (2-3)	$\boxtimes$ Moderate (2-3)
☐ Strong (3-4)	☐ Strong (3-4)
Summary / Justification / Evidence:	Summary / Justification / Evidence:
Very procedural and not much higher level application	Several were not developed well or only mentioned with little or no
very procedural and not made inglier level application	discussion.
	uiscussiuii.

1. Make sense of problems and persevere in solving them.		
Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze		
givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than		
simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to		
gain insight into its solution. They monitor and evaluate their progress and cl	hange course if necessary. Older students might, dep	ending on the context o
the problem, transform algebraic expressions or change the viewing window	on their graphing calculator to get the information	they need.
Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of		
important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to		
help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they		
continually ask themselves, "Does this make sense?" They can understand the approaches of others to solving complex problems and identify		
correspondences between different approaches.		
•		
Indicate the chapter(s), section(s), and/or page(s) reviewed:	Portions of the domain, cluster, and standa	rd that are missing
	or not well developed in the instructional n	naterials (if any):
	, , , , , , , , , , , , , , , , , , ,	
Cummowy / Justification / Evidence		
Summary / Justification / Evidence:		. ⊠a □4
	Overall Rating:	<sup>2</sup>

2. Reason abstractly and quantitatively.	
Mathematically proficient students make sense of quantities and their relation	onships in problem situations. They bring two complementary abilities to
bear on problems involving quantitative relationships: the ability to decontex	ctualize—to abstract a given situation and represent it symbolically and
manipulate the representing symbols as if they have a life of their own, without	out necessarily attending to their referents—and the ability to contextualize,
to pause as needed during the manipulation process in order to probe into th	e referents for the symbols involved. Quantitative reasoning entails habits o
creating a coherent representation of the problem at hand; considering the u	nits involved; attending to the meaning of quantities, not just how to
compute them; and knowing and flexibly using different properties of operat	ions and objects.
Indicate the chapter(s), section(s), and/or page(s) reviewed:	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
Summary / Justification / Evidence:	Overall Rating:

3. Construct viable arguments and critique the reasoning of other	rs.
Mathematically proficient students understand and use stated assumptions,	definitions, and previously established results in constructing arguments.
They make conjectures and build a logical progression of statements to explo	ore the truth of their conjectures. They are able to analyze situations by
breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the	
arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose.	
Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that	
which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such a	
objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until late	
grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decidents	
whether they make sense, and ask useful questions to clarify or improve the	arguments.
Indicate the chapter(s), section(s), and/or page(s) reviewed:	Portions of the domain, cluster, and standard that are missing
	or not well developed in the instructional materials (if any):
Summary / Justification / Evidence:	
, , , , , , , , , , , , , , , , , , , ,	<b>Overall Rating</b> : $\Box 1 \Box 2 \Box 3 \Box 4$

4. Model with mathematics.	
Mathematically proficient students can apply the mathematics they know to solve problems arising in everyday life, society, and the workplace. In early	
grades, this might be as simple as writing an addition equation to describe a	situation. In middle grades, a student might apply proportional reasoning to
plan a school event or analyze a problem in the community. By high school, a	student might use geometry to solve a design problem or use a function to
describe how one quantity of interest depends on another. Mathematically pro-	oficient students who can apply what they know are comfortable making
assumptions and approximations to simplify a complicated situation, realizing	g that these may need revision later. They are able to identify important
quantities in a practical situation and map their relationships using such tool	s as diagrams, two-way tables, graphs, flowcharts and formulas. They can
analyze those relationships mathematically to draw conclusions. They routin	ely interpret their mathematical results in the context of the situation and
reflect on whether the results make sense, possibly improving the model if it	has not served its purpose.
Indicate the chapter(s), section(s), and/or page(s) reviewed:	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
Summary / Justification / Evidence:	Overall Rating:

5. Use appropriate tools strategically.	
Mathematically proficient students consider the available tools when solving	g amathematical problem. These tools might include pencil and paper,
concretemodels, a ruler, a protractor, a calculator, a spreadsheet, a computer	r algebra system,a statistical package, or dynamic geometry software.
Proficient students are sufficiently familiar with tools appropriate for their gr	rade or course to make sounddecisions about when each of these tools migh
be helpful, recognizing both theinsight to be gained and their limitations. For example, mathematically proficienthigh school students analyze graphs of	
functions and solutions generated using agraphing calculator. They detect po	ossible errors by strategically using estimationand other mathematical
knowledge. When making mathematical models, they knowthat technology c	can enable them to visualize the results of varying assumptions, explore
consequences, and compare predictions with data. Mathematicallyproficient students at various grade levels are able to identify relevant	
externalmathematical resources, such as digital content located on a website, and use themto pose or solve problems. They are able to use technological	
tools to explore anddeepen their understanding of concepts.	
Indicate the chapter(s), section(s), and/or page(s) reviewed:	Portions of the domain, cluster, and standard that are missing
	or not well developed in the instructional materials (if any):
Summary / Justification / Evidence:	
	<b>Overall Rating</b> : $\Box 1 \Box 2 \Box 3 \Box 4$
	1

6. Attend to precision.		
Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own		
reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about		
specifying units of measure, and labeling axes to clarify the correspondence v	vith quantities in a problem. They calculate accurately and efficiently,	
express numerical answers with a degree of precision appropriate for the pro		
explanations to each other. By the time they reach high school they have lear	ned to examine claims and make explicit use of definitions.	
Indicate the chapter(s), section(s), and/or page(s) reviewed:	te the chapter(s), section(s), and/or page(s) reviewed: Portions of the domain, cluster, and standard that are missing	
	or not well developed in the instructional materials (if any):	
	or not well developed in the instructional materials (if any):	
	or not well developed in the instructional materials (if any):	
	or not well developed in the instructional materials (if any):	
Summary / Justification / Evidence:	or not well developed in the instructional materials (if any):	
Summary / Justification / Evidence:		
Summary / Justification / Evidence:	Overall Rating:	

7. Look for and make use of structure.	
Mathematically proficient students look closely to discern a pattern or struct	ure.Young students, for example, might notice that three and seven more is
the sameamount as seven and three more, or they may sort a collection of sh	apes accordingto how many sides the shapes have. Later, students will see 7
$^{\circ}$ — 8 equals thewell-remembered 7 $^{\circ}$ — 5 + 7 $^{\circ}$ — 3, in preparation for learning	ig about the distributive property. In the expression $x^2 + 9x + 14$ , older
students can see the 14 as 2 $^{\circ}$ — 7 and the 9 as 2 + 7. They recognize the significant	ficance of an existing line in a geometricfigure and can use the strategy of
drawing an auxiliary line for solving problems. They also can step back for an	overview and shift perspective. They can seecomplicated things, such as
some algebraic expressions, as single objects or asbeing composed of several objects. For example, they can see $5 - 3(x - y)2$ as 5 minus a positive number	
times a square and use that to realize that its value cannotbe more than 5 for	any real numbers x and y.
Indicate the chapter(s), section(s), and/or page(s) reviewed:	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
Summary / Justification / Evidence:	Overall Rating:

8. Look for and express regularity in repeated reasoning.		
Mathematically proficient students notice if calculations are repeated, and lookboth for general methods and for shortcuts. Upper elementary students		
	mightnotice when dividing 25 by 11 that they are repeating the same calculations overand over again, and conclude they have a repeating decimal. By	
paying attention to the calculation of slope as they repeatedly check whether		
might abstract the equation $(y-2)/(x-1)=3$ . Noticing the regularity in the v		
1)( $x3 + x2 + x + 1$ ) might lead them to the general formula for the sum of a geometric graph of the sum of th		
students maintain oversight of the process, whileattending to the details. They continually evaluate the reasonableness of theirintermediate results.		
ndicate the chapter(s), section(s), and/or page(s) reviewed: Portions of the domain, cluster, and standard that are missing		
	or not well developed in the instructional materials (if any):	
Summary / Justification / Evidence:		
	<b>Overall Rating</b> : $\Box 1 \Box 2 \Box 3 \Box 4$	

Reviewed	Ву:
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Title of Instructional Materials:

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Documenting Alignment to the Standards for Mathematical Practice

1. Make sense of problems and persevere in solving them.

Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, "Does this make sense?" They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.

P 39 # 44, p 182,

P 346 - tells 5's how to solve the problem

P440 #30

P486 Task 1

P742 Task 1+2

Indicate the chapter(s), section(s), or page(s) reviewed.

Summary/Justification/Evidence

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):



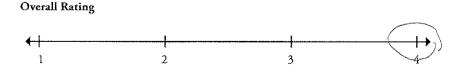
Reviewed By:	
Title of Instructional Materials:	

2. Reason abstractly and quantitatively.

Mathematically proficient students make sense of quantities and their relationships in problem situations. They bring two complementary abilities to bear on problems involving quantitative relationships: the ability to decontextualize—to abstract a given situation and represent it symbolically and manipulate the representing symbols as if they have a life of their own, without necessarily attending to their referents—and the ability to contextualize, to pause as needed during the manipulation process in order to probe into the referents for the symbols involved. Quantitative reasoning entails habits of creating a coherent representation of the problem at hand; considering the units involved; attending to the meaning of quantities, not just how to compute them; and knowing and flexibly using different properties of operations and objects.

Indicate the chapter(s), section(s), or page(s) reviewed.

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):



Reviewed By:	
Title of Instructional Materials:	Prentice Halo

3. Construct viable arguments and critique the reasoning of others.

Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

**Overall Rating** 

Indicate the chapter(s), section(s), or page(s) reviewed.

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):



Reviewed By:	
Title of Instructional Materials:	

#### 4. Model with mathematics.

Mathematically proficient students can apply the mathematics they know to solve problems arising in everyday life, society, and the workplace. In early grades, this might be as simple as writing an addition equation to describe a situation. In middle grades, a student might apply proportional reasoning to plan a school event or analyze a problem in the community. By high school, a student might use geometry to solve a design problem or use a function to describe how one quantity of interest depends on another. Mathematically proficient students who can apply what they know are comfortable making assumptions and approximations to simplify a complicated situation, realizing that these may need revision later. They are able to identify important quantities in a practical situation and map their relationships using such tools as diagrams, two-way tables, graphs, flowcharts and formulas. They can analyze those relationships mathematically to draw conclusions. They routinely interpret their mathematical results in the context of the situation and reflect on whether the results make sense, possibly improving the model if it has not served its purpose.

Indicate the chapter(s), section(s), or page(s) reviewed.

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):



Reviewed By:		
Title of Instructional Materials:	Prentice 1600	

5. Use appropriate tools strategically.

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

Overall Rating

P163 Linear Programming using a G.C.
P318 Exz Use a G.C. to find a zero
P594?
P835 Finding radious using a string a sydlinder

Indicate the chapter(s), section(s), or page(s) reviewed.

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Reviewed By:	
Title of Instructional Materials:	

#### 6. Attend to precision.

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

Indicate the chapter(s), section(s), or page(s) reviewed.

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

#### Summary/Justification/Evidence

correct terminalogy is used by asking she to round up du nearest hundredth = 557 #21



Reviewed By:			
Title of Instructional Materials:	Donten	Heap	

7. Look for and make use of structure.

Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see  $7 \times 8$  equals the well remembered  $7 \times 5 + 7 \times 3$ , in preparation for learning about the distributive property. In the expression  $x^2 + 9x + 14$ , older students can see the 14 as  $2 \times 7$  and the 9 as 2 + 7. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see  $5 - 3(x - y)^2$  as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y.

Indicate the chapter(s), section(s), or page(s) reviewed.

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Summary/Justification/Evidence



Reviewed By:	
Title of Instructional Materials:	

8. Look for and express regularity in repeated reasoning.

Mathematically proficient students notice if calculations are repeated, and look both for general methods and for shortcuts. Upper elementary students might notice when dividing 25 by 11 that they are repeating the same calculations over and over again, and conclude they have a repeating decimal. By paying attention to the calculation of slope as they repeatedly check whether points are on the line through (1, 2) with slope 3, middle school students might abstract the equation (y-2)/(x-1)=3. Noticing the regularity in the way terms cancel when expanding (x-1)(x+1),  $(x-1)(x^2+x+1)$ , and  $(x-1)(x^3+x^2+x+1)$  might lead them to the general formula for the sum of a geometric series. As they work to solve a problem, mathematically proficient students maintain oversight of the process, while attending to the details. They continually evaluate the reasonableness of their intermediate results.

Indicate the chapter(s), section(s), or page(s) reviewed.

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Summary/Justification/Evidence



Reviewed By:	
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Title of Instructional Materials: Prestice 1400

### ALGEBRA II — NUMBER AND QUANTITY (N)

The Complex Number System (N-CN)

Perform arithmetic operations with complex numbers.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
N-CN.1  Know there is a complex number $i$ such that $i^2 = -1$ , and every complex number has the form $a + bi$ with $a$ and $b$ real.	Important Mathematical Ideas  The stated 1 2 3 4  No explaination why it was developed.  Skills and Procedures  1 2 3 4  Lots of practice graphia, who much was graphia.  Mathematical Relationships  1 2 3 4
Indicate the chapter(s), section(s), and/or page(s) reviewed. $\int_{\mathcal{C}} \mathcal{C}_{i} \mathcal{C}_{i}$	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):  Overall Rating

The Charles A. Dana Center

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Reviewed By:	
Title of Instructional Materials:	

# ALGEBRA II — NUMBER AND QUANTITY (N)

The Complex Number System (N-CN)

Perform arithmetic operations with complex numbers.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.				lard are
N-CN.2				_	_
Use the relation $i^2 = -1$ and the commutative, associative, and distributive properties to add, subtract, and multiply complex numbers.	Important Mathematical Ideas	1	2	3	4
Note: P as highest power of i.					
P 253; 18 -26 47-55	Skills and Procedures	1	2	3	4
47-55					;
	Mathematical Relationships	<b>4</b> l			<b>→</b>
		1	2	3	4
	Summary / Justification / E	vidence			
Indicate the chapter(s), section(s), and/or page(s) reviewed.					
Sec 4, 8	Portions of the domain, cluster, and standard that are missing developed in the instructional materials (if any):				t well
				<del></del>	
	Overall Rating	<b>←</b>	2	1)	<del></del>

Reviewed By:	<u> </u>		
Title of Instructional Materials:	Premarce	(4al)	

# ALGEBRA II — NUMBER AND QUANTITY (N)

The Complex Number System (N-CN)

Use complex numbers in polynomial identities and equations.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.				lard are
N-CN.7  Solve quadratic equations with real coefficients that have complex solutions.  Note: Polynomials with real coefficients.	Important Mathematical Ideas	1		3	<del></del>
p 243: 33-44, 47, 61-63 this world be	Skills and Procedures	1	2	1	4
this world be a good gustien a copt in the next disk the less than	Mathematical Relationships	1	2		<b>→</b> 4
how to find the	Summary / Justification / E	vidence			
Indicate the chapter(s), section(s), and/or page(s) reviewed.					
Gec 4.8	Portions of the domain, clu developed in the instruction			missing or no	ot well
	Overall Rating	1	2	1)	4

Reviewed By:	
Title of Instructional Materials:	

# ALGEBRA II — NUMBER AND QUANTITY (N)

The Complex Number System (N-CN)

Use complex numbers in polynomial identities and equations.	Summary and documentation of how the domain, cluster, and star met. Cite examples from the materials.	idard are
N-CN.8  (+) Extend polynomial identities to the complex numbers. For example, rewrite $x^2 + 4$ as $(x + 2i)(x - 2i)$ .	Important Mathematical Ideas  1  3	4
Note: Polynomials with real coefficients.	Skills and Procedures  1 2 3	4
	Mathematical Relationships  1 2 3	4
	Summary / Justification / Evidence	
Indicate the chapter(s), section(s), and/or page(s) reviewed.		
Gla. G	Portions of the domain, cluster, and standard that are missing or r developed in the instructional materials (if any):	ot well
	Overall Rating  1 1 2 3	<del></del>

Reviewed By:

Title of Instructional Materials:

#### ALGEBRA II — NUMBER AND QUANTITY (N)

The Complex Number System (N-CN)

Summary and documentation of how the domain, cluster, and standard are Use complex numbers in polynomial identities and equations. met. Cite examples from the materials. N-CN.9 Important Mathematical Ideas (+) Know the Fundamental Theorem of Algebra; show that it is true for quadratic polynomials. Note: Polynomials with real coefficients. Factor Than p290 Find Than of Alg p320 Skills and Procedures Not wan und protiens Developed showing the relationship of Quad solutions Mathematical Relationships Summary / Justification / Evidence Always sometime Never windowns Indicate the chapter(s), section(s), and/or page(s) reviewed. Gec 5.6 Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any): Overall Rating

Reviewed By:	
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# ALGEBRA II — ALGEBRA (A)

Seeing Structure in Expressions (A-SSE)

Interpret the structure of expressions.	Summary and documentation met. Cite examples from the			luster, and stan	dard are
A-SSE.1a     Interpret expressions that represent a quantity in terms of its context.*     a. Interpret parts of an expression, such as terms, factors, and coefficients.	Important Mathematical Ideas	1	2	3	4
Note: Polynomial and rational.  Sec 4-4 terms, Earliss, leading coefficient 60F	Skills and Procedures	1	2		4
See 8-4 Domain it kept of my	Mathematical Relationships  Summary / Justification / Ev	1 vidence	2	3	4
Indicate the chapter(s), section(s), and/or page(s) reviewed.	Portions of the domain, cludeveloped in the instruction	•		re missing or n	ot well
	Overall Rating	<del>                                      </del>	2	<u></u>	<del></del>

Reviewed By:

Title of Instructional Materials:

#### ALGEBRA II - ALGEBRA (A)

Seeing Structure in Expressions (A-SSE)

Summary and documentation of how the domain, cluster, and standard are Interpret the structure of expressions. met. Cite examples from the materials. A-SSE.1b Important Mathematical Ideas 1. Interpret expressions that represent a quantity in terms of its context.\* b. Interpret complicated expressions by viewing one or more of their parts as a single entity. For example, interpret P(1+r)<sup>n</sup> as the product of P and a factor not depending on P. Skills and Procedures Note: Polynomial and rational.  $5e(1-3) \pm 20-27, 52-53$ Sec 1-6 #72-74

Sec 4-4 Factoring trinomials diff to 58

Sec 5-2 # 7-26

Sec 5-2 # 7-26 Sec 1-6 #72-74 Mathematical Relationships Sec 7-3 rewrite exp +0/09 form 12-31 Summary / Justification / Evidence Secold simplifying entitled exp Indicate the chapter(s), section(s), and/or page(s) reviewed. Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any): Overall Rating

Reviewed By:	
Title of Instructional Materials:	

# ALGEBRA II — ALGEBRA (A)

Seeing Structure in Expressions (A-SSE)

Interpret the structure of expressions.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.				dard are
A-SSE.2  Use the structure of an expression to identify ways to rewrite it. For example, see $x^4 - y^4$ as $(x^2)^2 - (y^2)^2$ , thus recognizing it as a difference of squares that can be factored as $(x^2 - y^2)(x^2 + y^2)$ .	Important Mathematical Ideas	1	2	3	4
Note: Polynomial and rational.  4-4 Factoring 5-3 Solve eg by Eactoring	Skills and Procedures	1	2	3	4
5-3 Solve es by Eartoring 6-1 Finding 100% of Co-4 Number 6-2 Mult + Div Radinal expressions 6-3 Mult Radinal Expressions	Mathematical Relationships	1	2	3	4
G-3 Mult Radical Expressions  B-4-Radional Exp-simplify  Indicate the chapter(s), section(s), and/or page(s) reviewed.	Summary / Justification / E	vidence			
	Portions of the domain, clu developed in the instruction			e missing or no	ot well
	Overall Rating	<del>*  </del> 1	2	3	4

Reviewed By:

Title of Instructional Materials:

### ALGEBRA II — ALGEBRA (A)

Seeing Structure in Expressions (A-SSE)

Write expressions in equivalent forms to solve problems.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.		
A-SSE.4  Derive the formula for the sum of a finite geometric series (when the common ratio is not 1), and use the formula to solve problems. For example, calculate mortgage payments.*	Important Mathematical Ideas  1 2 3 4		
9-5 - the formula is just given to the 5'5.  -word problems	Skills and Procedures  1 2 3 4		
39 48 50	Mathematical Relationships  1 2 3 4		
Indicate the chapter(s), section(s), and/or page(s) reviewed.	Summary / Justification / Evidence		
	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):		
	Overall Rating  1 2 3 4		

Reviewed By:	

# ALGEBRA II — ALGEBRA (A)

Arithmetic with Polynomials and Rational Expressions (A-APR)

Perform arithmetic operations on polynomials.	Summary and documentation of how the domain, cluster, and standard a met. Cite examples from the materials.				ndard are
A-APR.1  Understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction, and	Important Mathematical Ideas	<del>(  </del>	1 2	i 3	<del>  }</del> 4
multiplication; add, subtract, and multiply polynomials.  Note: Beyond quadratic.	Skills and Procedures	1		<del>1</del> 3	4
5-2 Find zeros 7 Not RAY	Mathematical Relationships	1	<u>1</u>	3	<del></del>
	Summary / Justification / E	vidence			
Indicate the chapter(s), section(s), and/or page(s) reviewed.  PH - Closure property is indicate the body and indicate the chapter(s), section(s), and/or page(s) reviewed.	Portions of the domain, clu developed in the instruction	nal material	s (if any):	_	not well
			NOT CON	100	
	Overall Rating	<del>(  </del> 1	2	3	4

Reviewed By:

Title of Instructional Materials: Pres (in Hall

#### ALGEBRA II - ALGEBRA (A)

Arithmetic with Polynomials and Rational Expressions (A-APR)

Summary and documentation of how the domain, cluster, and standard are Understand the relationship between zeros and factors of polynomials. met. Cite examples from the materials. A-APR.2 Important Mathematical Ideas Know and apply the Remainder Theorem: For a polynomial p(x) and a number a, the remainder on division by x - a is p(a), so p(a) = 0 if and only if (x - a) is a factor of p(x). 5-4-show orly wary synthetic

division.

God not show your of the

by substitution a into

the polynomial Skills and Procedures Mathematical Relationships Summary / Justification / Evidence Indicate the chapter(s), section(s), and/or page(s) reviewed. Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any): Overall Rating

The Charles A. Dana Center

24

Title of Instructional	Materials:	
THE OF HISH OCHOHAL	viaicijais.	

#### ALGEBRA II --- ALGEBRA (A)

Arithmetic with Polynomials and Rational Expressions (A-APR)

Understand the relationship between zeros and factors of polynomials.

A-APR.3

Identify zeros of polynomials when suitable factorizations are available. and use the zeros to construct a rough graph of the function defined by the polynomial.

Chp 5.1 they are asked in Franchis the 2000s, state the multipling - end be havior hapter(s), section(s)

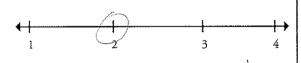
Indicate the chapter(s), section(s), and/or page(s) reviewed.

Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.

Important Mathematical Ideas



Skills and Procedures



Mathematical Relationships



Summary / Justification / Evidence

Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):

5's are not asked to construct a rough graph of the Gunction 56 a db? challenge only question



Reviewed By:	
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Title of Instructional Materials: Preatice How

# ALGEBRA II — ALGEBRA (A)

Arithmetic with Polynomials and Rational Expressions (A-APR)

Use polynomial identities to solve problems.	Summary and documentation met. Cite examples from the			ster, and stan	dard are
A-APR.4	lung at any Marthamatical Idaga		•	2	
Prove polynomial identities and use them to describe numerical relationships. For example, the polynomial identity $(x^2 + y^2)^2 = (x^2 - y^2)^2 + (2xy)^2$ can be used to generate Pythagorean triples.	Important Mathematical Ideas	1	2	3	4
contat byte	Skills and Procedures	1	2	3	4
Concept byte before 5-5? p318 after 5-5-solving polynomial Ingliables	Mathematical Relationships	1	2	3	4
	Summary / Justification / Ev	/idence			
Indicate the chapter(s), section(s), and/or page(s) reviewed.					
-	Portions of the domain, clus developed in the instruction			missing or n	ot well
	Overall Rating	1	2	3	4

Reviewed By:	
Title of Instructional Materials:	

# ALGEBRA II — ALGEBRA (A)

Arithmetic with Polynomials and Rational Expressions (A-APR)

Use polynomial identities to solve problems.	Summary and documentation met. Cite examples from the		ne domain, cl	uster, and stan	dard are
A-APR.5	Important Mathematical Ideas	. 1	ı		Lx
(+) Know and apply the Binomial Theorem for the expansion of $(x + y)^n$ in powers of $x$ and $y$ for a positive integer $n$ , where $x$ and $y$ are any numbers, with coefficients determined for example by Pascal's Triangle.	·	1	2	3	4
5-7 p327: Binomial Thin walling passals D	Skills and Procedures	<del>(                                     </del>		-49	<b></b>
5-7 p327: Binomial Thin waring gassals De concept flyta before 5-7/		1	2	3	4
	Mathematical Relationships	1	2	1 3	<del></del>
The Binomial Theorem can be proved by mathematical induction or by a combinatorial argument.	Summary / Justification / Ev	vidence			
Indicate the chapter(s), section(s), and/or page(s) reviewed.					
	Portions of the domain, cluded developed in the instruction			re missing or n	ot well
				<u></u>	
	Overall Rating	1		1 3	<del></del>

Reviewed By:	 

Title of Instructional Materials:

### ALGEBRA II — ALGEBRA (A)

Arithmetic with Polynomials and Rational Expressions (A-APR)

Rewrite rational expressions.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
A-APR.6  Rewrite simple rational expressions in different forms; write $a(x)/b(x)$ in the form $q(x) + r(x)/b(x)$ , where $a(x)$ , $b(x)$ , $q(x)$ , and $r(x)$ are polynomials with the degree of $r(x)$ less than the degree of $b(x)$ , using inspection, long division, or, for the more complicated examples, a computer algebra system.	Important Mathematical Ideas  1 3 4
Note: Linear and quadratic denominators.  5 - 4 - Lex long division  Syntaxis Aires on	Skills and Procedures  1 3 4
g(x)+R	Mathematical Relationships  1 2 3 4
Indicate the chapter(s), section(s), and/or page(s) reviewed.	Summary / Justification / Evidence
•	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):  5'5 was not asked to express their answer  and the form gay to gay.
	Overall Rating  1  2  3  4

Reviewed By:	

Title of Instructional Materials:

# ALGEBRA II — ALGEBRA (A)

Arithmetic with Polynomials and Rational Expressions (A-APR)

Rewrite rational expressions.	Summary and documentation met. Cite examples from the	on of how the domain, cluster, and standard are e materials.
A-APR.7  (+) Understand that rational expressions form a system analogous to the rational numbers, closed under addition, subtraction, multiplication, and division by a nonzero rational expression; add, subtract, multiply, and divide rational expressions.	Important Mathematical Ideas	$ \begin{array}{cccccccccccccccccccccccccccccccccccc$
Note: Linear and quadratic denominators.  4-5-add, sub, mult adivide	Skills and Procedures	1 2 3 4
	Mathematical Relationships	$\begin{array}{c ccccccccccccccccccccccccccccccccccc$
Indicate the chapter(s), section(s), and/or page(s) reviewed.	Summary / Justification / E	vidence
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	Overall Rating	$\begin{array}{cccccccccccccccccccccccccccccccccccc$

Reviewed By:	

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Title of Instructional Materials:	

# ALGEBRA II — ALGEBRA (A) Creating Equations (A-CED)

Create equations that describe numbers or relationships.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.					
A-CED.1  Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential functions.*	Important Mathematical Ideas	1	2	3	4	
Note: Equations using all available types of expressions, including simple root functions.  1 - 4 - 6: > linear 9 = 30: 26-28  > insqualities 9 = 38: 24-27 = 56  > absolut value p47: 68-74	Skills and Procedures	1	2		4	
4-5: (844) p 230137-39 8-6: Rational p 546: 36-39,41	Mathematical Relationships	1	2		4	
4-1: p129: 38,39 (gadrit)	Summary / Justification / E	vidence				
Indicate the chapter(s), section(s), and/or page(s) reviewed.						
7-1: p439 Suponerful models 26-29	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):  Root functions?					
	Overall Rating	1	2	3	<del></del>	

Reviewed By:	

Title of Instructional Materials:

# ALGEBRA II — ALGEBRA (A)

Creating Equations (A-CED)

Create equations that describe numbers or relationships.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.					
A-CED.2  Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.*	Important Mathematical Ideas	1	2		4	
Note: Equations using all available types of expressions, including simple root functions.?  2-2+32-5 (2-5) how sis graph data made axes  2-8-950 high image as a six value against  4-2-quad functions  7-2-exponential functions  8-1+08-3-rational functions  Scc 6-8-radical functions	Skills and Procedures  Mathematical Relationships  Should he muse head.  Summary / Justification / Ex	*	2	(T)	4	
Indicate the chapter(s), section(s), and/or page(s) reviewed.	Portions of the domain, clus developed in the instruction			missing or not	well	

The Charles A. Dana Center

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Title of Instructional Materials: Prentice Holl

# ALGEBRA II — ALGEBRA (A)

Creating Equations (A-CED)

Create equations that describe numbers or relationships.	Summary and documentation met. Cite examples from the			ster, and stan	dard are
A-CED.3  Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or non-viable	Important Mathematical Ideas	1	1 2	3	<b>→</b> 4
options in a modeling context. For example, represent inequalities describing nutritional and cost constraints on combinations of different foods.*	274			$\sim$	
Note: Equations using all available types of expressions, including simple root functions.  Sec 3 -4: # 13, 1.4 -15, 16	Skills and Procedures	1	2	1 3	4
	Mathematical Relationships	1	2	3	4
	Summary / Justification / Ev	vidence			
Indicate the chapter(s), section(s), and/or page(s) reviewed.					
	Portions of the domain, cludeveloped in the instruction			missing or no	ot well
	Overall Rating	1	1 2		4

Title of Instructional Materials:

## ALGEBRA II — ALGEBRA (A)

Creating Equations (A-CED)

Create equations that describe numbers or relationships.

### A-CED.4

Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations. For example, rearrange Ohm's law V = IR to highlight resistance R.\*

Note: Equations using all available types of expressions, including simple root functions.

Indicate the chapter(s), section(s), and/or page(s) reviewed.

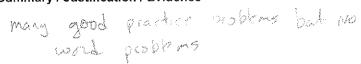
Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.



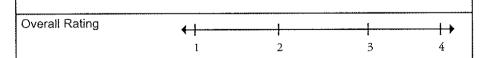




Summary / Justification / Evidence



Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):



Reviewed By:		
Title of Instructional Materials:	Prontice Ha	ŷ

# ALGEBRA II — ALGEBRA (A)

Reasoning with Equations and Inequalities (A-REI)

Understand solving equations as a process of reasoning and explain the reasoning.	Summary and documentation met. Cite examples from the			ster, and sta	ndard are
A-REI.2	Leave the at Mathematical Edges			ı	10
Solve simple rational and radical equations in one variable, and give examples showing how extraneous solutions may arise.	Important Mathematical Ideas	1	2	3	4
Note: Simple radical and rational.  Sec 6-5 - many precitive problems	Skills and Procedures	1	2	3	+
Sco 8-6 - many practice proteins	Mathematical Relationships	1	2	3	1
	Summary / Justification / Ev	vidence			
Indicate the chapter(s), section(s), and/or page(s) reviewed.			,		
	Portions of the domain, cluded developed in the instruction			missing or	not well
	Overall Rating	<b>4</b>		1	

Reviewed By:	

Title of Instructional Materials:	

# ALGEBRA II — ALGEBRA (A)

Reasoning with Equations and Inequalities (A-REI)

Represent and solve equations and inequalities graphically.	Summary and documentation met. Cite examples from the			uster, and star	ndard are
A-REI.11  Explain why the <i>x</i> -coordinates of the points where the graphs of the equations $y = f(x)$ and $y = g(x)$ intersect are the solutions of the equation	Important Mathematical Ideas	1	2		4
f(x) = g(x); find the solutions approximately, e.g., using technology to graph the functions, make tables of values, or find successive approximations. Include cases where $f(x)$ and/or $g(x)$ are linear, polynomial, rational, absolute value, exponential, and logarithmic functions.*	Skills and Procedures	<del>(                                     </del>	2		—— <del>[-)</del>
Note: Combine pelynomial, rational, radical, absolute value, and exponential functions.		1	L	- 5	;
qual 4-5: p32711 2,3, - Vintercept Not intersection	Mathematical Relationships	<del>(  </del>	<u> </u>	- () 3	4
yound 5-3: p 299 = 3, p 301: 25-36: 39-50					
Indicate the chapter(s), section(s), and/or page(s) reviewed.	Summary / Justification / E	vidence			
volue 1-6 - 18 N N N N N N N N N N N N N N N N N N	Portions of the domain, clu developed in the instruction			e missing or r	ot well
	Overall Rating	<del></del>	2		<del></del>

Title of Instructional Materials: Prentice Hall

### ALGEBRA II - FUNCTIONS (F)

Interpreting Functions (F-IF)

Interpret functions that arise in applications in terms of the context.

#### F-IF.4

For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.\*

Note: Include rational, square root and cube root; emphasize selection of appropriate models,

objects - 1; end behavior, "down tup" solve lare max, min (13-18)

trig 13-1: Not strating actual equations

sold 6-8: 5's graph them - No verbal descriptions Indicate the chapter(s), section(s), and/or page(s) reviewed.

adon 8-3: 29-34

Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.

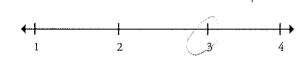
Important Mathematical Ideas



Skills and Procedures

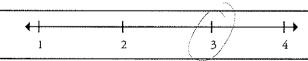


Mathematical Relationships



Summary / Justification / Evidence

Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):



Title of Instructional Materials:

# ALGEBRA II — FUNCTIONS (F)

Interpreting Functions (F-IF)

Interpret functions that arise in applications in terms of the context.

#### F-IF.5

Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. For example, if the function h(n) gives the number of person-hours it takes to assemble n engines in a factory, then the positive integers would be an appropriate domain for the function.\*

Note: Emphasize selection of appropriate models.

p 66: 29-30-graphs
p 401:9-14-composite &
State Damain

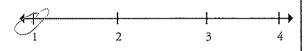
Indicate the chapter(s), section(s), and/or page(s) reviewed.

Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.

Important Mathematical Ideas



Skills and Procedures



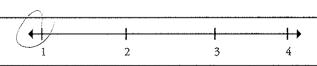
Mathematical Relationships



Summary / Justification / Evidence

Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):

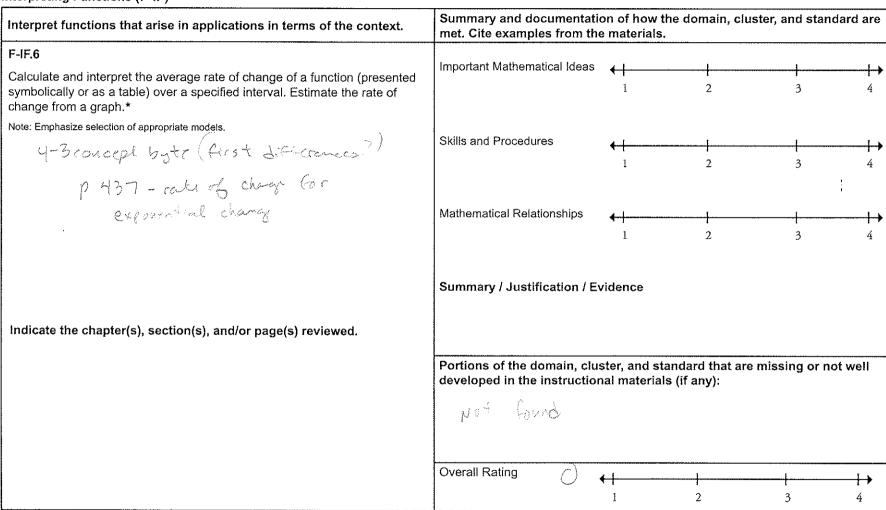
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Title of Instructional Materials: Prentice Has

## ALGEBRA II — FUNCTIONS (F)

Interpreting Functions (F-IF)



Title of Instructional Materials:

### ALGEBRA II — FUNCTIONS (F)

Interpreting Functions (F-IF)

Analyze functions using different representations.

#### F-IF.7b

- Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.\*
  - b. Graph square <u>root</u>, <u>cube root</u>, and piecewise-defined functions, including step functions and absolute <u>value</u> functions.

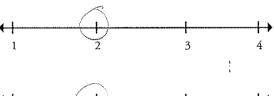
Note: Focus on using key features to guide selection of appropriate type of model function.

Indicate the chapter(s), section(s), and/or page(s) reviewed.

Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.



Skills and Procedures

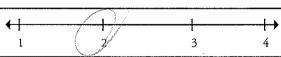


Mathematical Relationships



Summary / Justification / Evidence

Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):



Reviewed By:	
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Title of Instructional Materials: Prentice Hall

# ALGEBRA II — FUNCTIONS (F)

Interpreting Functions (F-IF)

Analyze functions using different representations.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
F-IF.7c  7. Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.*	Important Mathematical Ideas  1 2 3 4
<ul> <li>Graph polynomial functions, identifying zeros when suitable factorizations are available, and showing end behavior.</li> </ul>	Skills and Procedures
Note: Focus on using key features to guide selection of appropriate type of model function.  51 end being a factor of the Army Prise She per S	Mathematical Relationships  1 2 3 4  Mathematical Relationships  1 2 3 4  Summary / Justification / Evidence
	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):  Overall Rating

Reviewed By:	
Title of Instructional Materials:	

## ALGEBRA II — FUNCTIONS (F)

Interpreting Functions (F-IF)

Analyze functions using different representations.

#### F-IF.7e

- 7. Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.\*
  - e. Graph exponential and logarithmic functions, showing intercepts and end behavior, and trigonometric functions, showing period, midline, and amplitude.

Note: Focus on using key features to guide selection of appropriate type of model function.

7-2: p447: 7-21 by have 3exp 23-27 GC graphing 3exp 7-3: 2457: 69-72 bog

13-400 13-8: 0848: 15-26: 40-47 -51 me served all try fareliers as graphed

Indicate the chapter(s), section(s), and/or page(s) reviewed.

does not use the tem middles but down yest of house

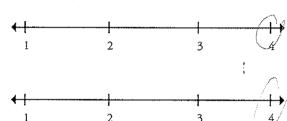
Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.

Important Mathematical Ideas



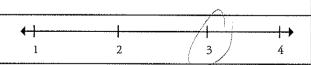
Skills and Procedures

Mathematical Relationships



Summary / Justification / Evidence

Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):



Title of Instructional Materials: Prentice Hall

# ALGEBRA II — FUNCTIONS (F)

Analyze functions using different representations.	Summary and documentation of how the domain, cluster, and standard armet. Cite examples from the materials.
<ul><li>F-IF.8a</li><li>8. Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function.</li></ul>	Important Mathematical Ideas   1   3 4
<ul> <li>Use the process of factoring and completing the square in a quadratic function to show zeros, extreme values, and symmetry of the graph, and interpret these in terms of a context.</li> </ul>	Skills and Procedures
Note: Focus on using key features to guide selection of appropriate type of model function.  2-4-Linear Going From Stand Form to Very Conform  4-2-8x3: using the vertex  5-9-Not quadratics - guadstrables  6-8-radical Functions	1 2/ 3 4    Mathematical Relationships   1 2/ 3 4
	Summary / Justification / Evidence
Indicate the chapter(s), section(s), and/or page(s) reviewed.  8-2  100t  4-6 - Solve by completing the sg-find zero.  100k  hur 4-7-Quad Formula  4-5-p229 Solve by factoring	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):  MAY, MIA, SYMMETY:  E Know it's here some when both they are  Not to be made to look.  Overall Rating  1 1 2 3 4

Reviewed By:	
Title of Instructional Materials:	

# ALGEBRA II — FUNCTIONS (F)

Interpreting Functions (F-IF)

Analyze functions using different representations.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
<ul><li>F-IF.8b</li><li>8. Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function.</li></ul>	Important Mathematical Ideas  1 2 4
b. Use the properties of exponents to interpret expressions for exponential functions. For example, identify percent rate of change in functions such as $y = (1.02)^i$ , $y = (0.97)^i$ , $y = (1.01)^{12i}$ , $y = (1.2)^{i/10}$ , and classify them as representing exponential growth or decay.	Skills and Procedures  1 2 3 4
Note: Focus on using key features to guide selection of appropriate type of model function.	Mathematical Relationships
Indicate the chapter(s), section(s), and/or page(s) reviewed.	1 2 3 4  Summary / Justification / Evidence
	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
	Overall Rating
,	1 2 3 4

Title of Instructional Materials: Prendice Hall

### ALGEBRA II - FUNCTIONS (F)

Interpreting Functions (F-IF)

Analyze functions using different representations.

### F-IF.9

Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). For example, given a graph of one quadratic function and an algebraic expression for another, say which has the larger maximum.

Note: Focus on using key features to guide selection of appropriate type of model function.

2-4: Writing egs in different forms. 11+1

4-3 ) Given a set of do-a remark to a guardia Proportal

5-9: transforming polynomial Canadians

Indicate the chapter(s), section(s), and/or page(s) reviewed.

graphing log eg 1966: Compare how the eg compared 40-43 to the fact Concition Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.

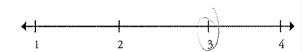
Important Mathematical Ideas



Skills and Procedures

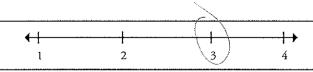


Mathematical Relationships



Summary / Justification / Evidence

Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):



Reviewed By:	

Title of Instructional Materials:	
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# ALGEBRA II — FUNCTIONS (F)

**Building Functions (F-BF)** 

Build a function that models a relationship between two quantities.

#### F-BF.1b

- 1. Write a function that describes a relationship between two quantities.\*
  - b. Combine standard function types using arithmetic operations. For example, build a function that models the temperature of a cooling body by adding a constant function to a decaying exponential, and relate these functions to the model.

Note: Include all types of functions studied.

9-3: Graphing Particular Trusch 7 Indicate the chapter(s), section(s), and/or page(s) reviewed.

7-1- Finding exp models

Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.

Important Mathematical Ideas

Skills and Procedures

Mathematical Relationships

1 2 3 4

Summary / Justification / Evidence

Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):

Title of Instructional Materials: Rentice Hall

### ALGEBRA II - FUNCTIONS (F)

Building Functions (F-BF)

Build new functions from existing functions.

F-BF.3

Identify the effect on the graph of replacing f(x) by f(x) + k, k f(x), f(kx), and f(x + k) for specific values of k (both positive and negative); find the value of k given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. Include recognizing even and odd functions from their graphs and algebraic expressions for them.

Note: Include simple radical, rational, and exponential functions; emphasize common effect of each transformation across function types.

2-7: Abs Value P110 #4 - check ans using a GC UH: Quad Functionscripe trans ogen

5-1: polynomical : (1st + 2×0 differences)
5-9: polynomical transformations (exponential)

9.7; rational #5 GC psio)

Indicate the chapter(s), section(s), and/or page(s) reviewed.

6.7 (ps20: #5 60)

1-9: Radical Fundions

Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.

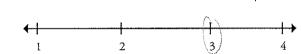
Important Mathematical Ideas



Skills and Procedures



Mathematical Relationships



Summary / Justification / Evidence

Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):



Reviewed By:	

Title of Instructional Materials:	

### ALGEBRA II - FUNCTIONS (F)

**Building Functions (F-BF)** 

Summary and documentation of how the domain, cluster, and standard are Build new functions from existing functions. met. Cite examples from the materials. F-BF.4a Important Mathematical Ideas 4. Find inverse functions. a. Solve an equation of the form f(x) = c for a simple function f that has an inverse and write an expression for the inverse. For example,  $f(x) = 2 x^3 \text{ or } f(x) = (x+1)/(x-1) \text{ for } x \neq 1.$ Skills and Procedures Note: Include simple radical, rational, and exponential functions; emphasize common effect of each transformation across function types. 6-7: Finding Inverse Functions: linear, gual, 7-3: log functions as inverses Mathematical Relationships 6-7(CB): Graph each function + its inverse using a GC (C). Summary / Justification / Evidence Indicate the chapter(s), section(s), and/or page(s) reviewed. Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any): Overall Rating 2

Title of Instructional Materials: Prestice Holl

Prestice Hall

### ALGEBRA II - FUNCTIONS (F)

Linear, Quadratic, and Exponential Models (F-LE)

Construct and compare linear, quadratic, and exponential models and Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials. solve problems. F-LE.4 Important Mathematical Ideas For exponential models, express as a logarithm the solution to  $ab^{ct} = d$  where a, c, and d are numbers and the base b is 2, 10, or e; evaluate the logarithm using technology.\* Note: Logarithms as solutions for exponentials. Skills and Procedures 7-5: p473: solve Exp problems

(hase 10) (p474 other bases solve mentally)

round to ten thousand the Mathematical Relationships 7-6: Natural log Summary / Justification / Evidence Indicate the chapter(s), section(s), and/or page(s) reviewed. Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any): Overall Rating

Reviewed By:			
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Title of Instructional Materials:	

### ALGEBRA II — FUNCTIONS (F)

Trigonometric Functions (F-TF)

Summary and documentation of how the domain, cluster, and standard are Extend the domain of trigonometric functions using the unit circle. met. Cite examples from the materials. F-TF.1 Important Mathematical Ideas Understand radian measure of an angle as the length of the arc on the unit circle subtended by the angle. Investigation Skills and Procedures CB 13-3: Good Investigation Cor determining
How many 123 12 21 around a Mathematical Relationships eyclinder Summary / Justification / Evidence Indicate the chapter(s), section(s), and/or page(s) reviewed. Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any): Overall Rating 2

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Title of Instructional Materials: Drendice Hall

ALGEBRA II — FUNCTIONS (F)

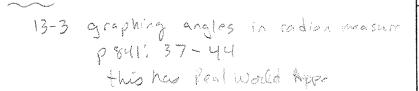
Trigonometric Functions (F-TF)

F 4 147 1		
Extend the domain	of trigonometric functions	using the unit circle.

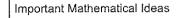
#### F-TF.2

Explain how the unit circle in the coordinate plane enables the extension of trigonometric functions to all real numbers, interpreted as radian measures of angles traversed counterclockwise around the unit circle.

Indicate the chapter(s), section(s), and/or page(s) reviewed.

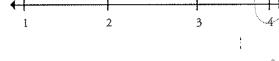


Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.





#### Skills and Procedures



### Mathematical Relationships



# Summary / Justification / Evidence

Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):



Title of Instructional Materials:

# ALGEBRA II — FUNCTIONS (F)

Trigonometric Functions (F-TF)

Model periodic phenomena with trigo	onometric functions.
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#### F-TF.5

Choose trigonometric functions to model periodic phenomena with specified amplitude, frequency, and midline.\*

13-4: Sine Foretions: Karp period,

13-5: cosine Fune sup, period min/max

13-6: tangent : period

13-7: tanslating size + cooling, 1500)

Indicate the chapter(s), section(s), and/or page(s) reviewed.

Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.

Important Mathematical Ideas

stower told how the graph come from the

Skills and Procedures



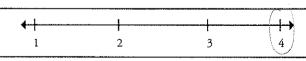
Mathematical Relationships



Summary / Justification / Evidence

Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):

the term middle is not used, but there are vertical translations



Title of Instructional Materials: Prendice Hall

# ALGEBRA II — FUNCTIONS (F)

Trigonometric Functions (F-TF)

Prove and apply trigonometric identities.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.		
F-TF.8  Prove the Pythagorean identity $\sin 2(\theta) + \cos 2(\theta) = 1$ and use it to find $\sin(\theta)$ , $\cos(\theta)$ , or $\tan(\theta)$ given $\sin(\theta)$ , $\cos(\theta)$ , or $\tan(\theta)$ and the quadrant of the angle.	Important Mathematical Ideas  1 2 3		
14-1: p898: Finis on is provid 4  also 1++a=20 = sec20 is  21246 = 50 as asked to  prove 14 rot 0 = csc20	Skills and Procedures  1 2 3 4  Mathematical Relationships 1 2 3		
	Summary / Justification / Evidence		
Indicate the chapter(s), section(s), and/or page(s) reviewed.	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):  Overall Rating		

Reviewed By:	

Title of Instructional Materials:	
THE OF HISH UCHORAL IVIAICE ALS.	

# ALGEBRA II — STATISTICS AND PROBABILITY (S)

Interpreting Categorical and Quantitative Data (S-ID)

Summarize, represent, and interpret data on a single count or measurement variable.	Summary and documentati met. Cite examples from the		e domain, clu	uster, and star	ndard are
S-ID.4  Use the mean and standard deviation of a data set to fit it to a normal distribution and to estimate population percentages. Recognize that there	Important Mathematical Ideas	1		<u>I</u>	
are data sets for which such a procedure is not appropriate. Use calculators, spreadsheets, and tables to estimate areas under the normal curve.	Skills and Procedures	<del>                                     </del>		<del>(1)</del>	
11-7: developing wines from a set of Lata , user man + 5D 0734 = 1: estimate %	Mathematical Relationships	1	2	<del></del>	; 
11-9: standard Normal distribution	Summary / Justification / E	vidence			
Indicate the chapter(s), section(s), and/or page(s) reviewed.	Portions of the domain, clu developed in the instruction No Archnology	nal materials	(if any):	e missing or r	not well
	Overall Rating	<del>                                      </del>	2	1 3	

Reviewed By:	
Title of Instructional Materials:	Previous Hold

# ALGEBRA II — STATISTICS AND PROBABILITY (S)

Making Inferences and Justifying Conclusions (S-IC)

Understand and evaluate random processes underlying statistical experiments.	Summary and documentation met. Cite examples from the		main, cluster,	and standard are	·e
S-iC.1  Understand statistics as a process for making inferences about population parameters based on a random sample from that population.	Important Mathematical Ideas  Use roal world pro	the state of a	l velpss	3 4 whenstend d	<b>→</b>
11-8: using different saplus of methods, bigs goes lines?	Skills and Flocedures	1	2	3 4	<b>7</b>
	Mathematical Relationships	1	2	3 4	7
Indicate the chapter(s), section(s), and/or page(s) reviewed.	Summary / Justification / Ev	ridence			
	Portions of the domain, clus developed in the instruction			sing or not well	
	Overall Rating	1	2	3 4	<b>)</b>

Title of Instructional Materials: Prendice Hall

### ALGEBRA II — STATISTICS AND PROBABILITY (S)

Making Inferences and Justifying Conclusions (S-IC)

Understand and evaluate random processes underlying statistical experiments.

S-IC.2

Decide if a specified model is consistent with results from a given datagenerating process, e.g., using simulation. For example, a model says a spinning coin falls heads up with probability 0.5. Would a result of 5 tails in a row cause you to question the model?.

11-9: Docad Distributions

CB (19) - conducting random experienced

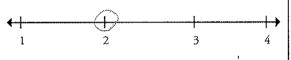
Indicate the chapter(s), section(s), and/or page(s) reviewed.

Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.

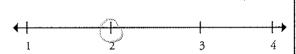
Important Mathematical Ideas



Skills and Procedures



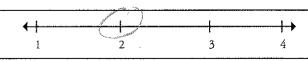
Mathematical Relationships



Summary / Justification / Evidence

Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):

Is the model a good one to was - Dount address flis



Reviewed By:	
Title of Instructional Materials:	Dan Hice H-00

# ALGEBRA II — STATISTICS AND PROBABILITY (S)

Making Inferences and Justifying Conclusions (S-IC)

Make inferences and justify conclusions from sample surveys, experiments, and observational studies.	Summary and documentat met. Cite examples from the		ne domain, clu	ster, and stan	dard are
S-IC.3	Important Mathematical Ideas	(Gin	1	ı	1.5
Recognize the purposes of and differences among sample surveys, experiments, and observational studies; explain how randomization relates to each.	Important watternation fleas		2	3	4
4 0 719 Easternie water	Skills and Procedures		2	3	4
11-8: P719: Each one is explained but not really expanded to	Mathematical Relationships		2	<del> </del> 3	4
	Summary / Justification / E	Evidence			
Indicate the chapter(s), section(s), and/or page(s) reviewed.					
	Portions of the domain, cludeveloped in the instruction			missing or n	ot well
	Overall Rating		1 2	<del></del>	<b>→</b>

Title of Instructional Materials: Prondice Val

### ALGEBRA II — STATISTICS AND PROBABILITY (S)

Making Inferences and Justifying Conclusions (S-IC)

Make inferences and justify conclusions from sample surveys. experiments, and observational studies.

#### S-IC.4

Use data from a sample survey to estimate a population mean or proportion; develop a margin of error through the use of simulation models for random sampling.

11-8 p722: margin & enta

CB(11-8): Estimation the mean number of letters in the last names it every or a good Active to 1704

Indicate the chapter(s), section(s), and/or page(s) reviewed.

Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.

Important Mathematical Ideas

good activity p 724

Skills and Procedures



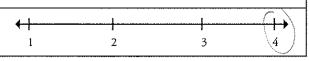
3

Mathematical Relationships



Summary / Justification / Evidence

Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):



Reviewed By:	
•	
Title of Instructional Materials:	

# ALGEBRA II — STATISTICS AND PROBABILITY (S)

Making Inferences and Justifying Conclusions (S-IC)

Make inferences and justify conclusions from sample surveys, experiments, and observational studies.	Summary and documentation of how the domain, cluster, and standard ar met. Cite examples from the materials.	·e
S-IC.5  Use data from a randomized experiment to compare two treatments; use simulations to decide if differences between parameters are significant.	Important Mathematical Ideas  1 2 3 4	<b>→</b>
CB(11-9);	Skills and Procedures  1 2 3 4	<b>→</b>
	Mathematical Relationships  1 2 3 4	<b>→</b> Í
Indicate the chapter(s), section(s), and/or page(s) reviewed.	Summary / Justification / Evidence	
indicate the chapter(s), section(s), and/or page(s) reviewed.	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):  2 fiest method and not compared	<u></u>
	Overall Rating	<b>)</b>

Reviewed By:	
-	

Title of Instructional Materials:	Prentice Hall

# ALGEBRA II — STATISTICS AND PROBABILITY (S)

Making Inferences and Justifying Conclusions (S-IC)

Make inferences and justify conclusions from sample surveys, experiments, and observational studies.	Summary and documentation of how the domain, cluster, and standard met. Cite examples from the materials.				
S-IC.6 Evaluate reports based on data.	Important Mathematical Ideas	5 4			
11-6: p716 #21 error analysis of a data plot only one exer	Skills and Procedures	<b>+</b> 4			
11-7: Saple & Survey. No reports to evaluate	Mathematical Relationships	→ + + + + + + + + + + + + + + + + + + +			
11-8 p730; 25-35?	Summary / Justification / Evidence				
Indicate the chapter(s), section(s), and/or page(s) reviewed.	Portions of the domain, cluster, and standard that are missing developed in the instructional materials (if any):	g or not well			
	Overall Rating  1 2 3	—————————————————————————————————————			

Title of Instructional Materials:

### ALGEBRA II — STATISTICS AND PROBABILITY (S)

Using Probability to Make Decisions (S-MD)

Use probability to evaluate outcomes of decisions.

S-MD.6

(+) Use probabilities to make fair decisions (e.g., drawing by lots, using a random number generator).

Note: Include more complex situations.

11-3- p692: 31,24, 33-36

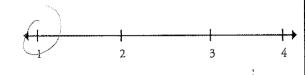
Indicate the chapter(s), section(s), and/or page(s) reviewed.

Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.

Important Mathematical Ideas



Skills and Procedures



Mathematical Relationships



Summary / Justification / Evidence

Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):

NO Randon pur ben ognerator or drawing lots

Title of Instructional Materials: Power Fall

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()	シマケート たて		

# ALGEBRA II — STATISTICS AND PROBABILITY (S)

Using Probability to Make Decisions (S-MD)

Use probability to evaluate outcomes of decisions	Summary and documentationet. Cite examples from the			ster, and stan	dard are
S-MD.7		(3)			
(+) Analyze decisions and strategies using probability concepts (e.g., product testing, medical testing, pulling a hockey goalie at the end of a game).	Important Mathematical Ideas	1	2	3	4
Note: Include more complex situations.					
	Skills and Procedures	$\bigcup_{1}^{\gamma}$	2	3	4
					1
11-3,11-4?	Mathematical Relationships		2	<del></del>	4
	Summary / Justification / E	vidence			
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	Overall Rating	<del>(1)</del>	2	<del>- 1</del> 3	<del>→</del> 4

informose and Justifying Conclusions (S-JC)					
Make aces and justify conclusions from sample surveys, experiments, and observational studies.	Summery and documents met. Cite examples from t	ntion of how the material	the domain, o	broker, and sta	nderd a
8-IC.5					
Evaluate reports based on date.	Important Mathematical Idea	• +		<del></del>	<del></del>
		,	2	3	4
	Sixilis and Procedures	<del>+- </del>	1	<del></del>	
•		1	2	3	4
	Mathematical Relationships				
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milicate the chapter(s), section(s), and/or page(s) reviewed.					
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	developed in the instruction		is (if eny):	a meeting or a	ICK WHE
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GEBRA 8 STATISTICS AND PROBABILITY (8)	Tide of Instructional Material		***************************************		
GEBRA 2 STATISTICS AND PROBABILITY (8) ing Probability to Make Decisions (5-MD)	Title of Instructional Material	<i></i> 1	he domain, ch	istor, and stan	fard are
GEBRA 2 STATISTICS AND PROBABILITY (8) ing Probability to Meles Decisions (S-MD) se probability to evaluate entocesses of decisions	Trile of instructional Material  Summery and documental anet. Cite examples from the	on of how t	At domain, cir.	istic, and stand	
GEBRA 8 STATISTICS AND PROBABILITY (8) ing Probability to Mote Decisions (S-MD) is probability to evaluate entoness of decisions  Analyze decisions and strategies using probability concepts (e.g., production, medical seeing, pulsag a bookey goals at the end of a gazon).	Title of Instructional Material  Summary and documental and Citie examples from the	on of how t	to domain, cita	ister, and stance	
GEBRA 8 STATISTICS AND PROSABILITY (8) ing Probability to Make Decisions (8-MD) se probability to evaluate extenses of decisions	Tride of Instructional Material  Summary and documentalises. Cite examples from the  stroporters Mathematical ideas	on of how to a materials.		+	+1
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GEBRA 8 STATISTICS AND PROSABILITY (8) ing Probability to Make Decisions (8-MD) se probability to evaluate extremes of decisions	Tride of Instructional Material  Summary and documentalises. Cite examples from the  stroporters Mathematical ideas	on of how to materials.	2	;	
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GEBRA 2 STATISTICS AND PROBABILITY (S) ing Probability to Make Decisions (S-MD) se probability to evaluate extranses of decisions	Title of Instructional Material  Summary and documentalisms. Clie examples from the  structural Mathematical ideas  Mathematical Relationships  Businessy / Jasetification / Structural Mathematical Relationships	ion of here to emsterials.	2	3	11
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GEBRA 8 STATISTICS AND PROBABILITY (8) ing Probability to Make Decisions (5-MD) se probability to evaluate excosses of decisions MO.7 ) Analyze decisions and strategies using probability concepts (e.g., produce strop, medical testing, pulling a bookey goalse at the end of a game). In include some employ observe.	Title of Instructional Material  Summary and documentalisms. Citie examples from the  Important Mathematical ideas  Bidle and Procedures  Mathematical Relationships  Businessry I Justification I St.  Portions of the domain, citie	on of how to motorials.	2 2	3	11
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Reviewed By:	 
Title of Instructional Masseriate:	

#### ALGEBRA II - STATISTICS AND PROBABILITY (S)

Links Probability to Make Christons (B. MC)

Summary and documentation of how the domain, cluster, and standard met. Cite exemples from the materials.				
Important Mathematical Ideas	1	2	<del> </del>	+
Skills and Procedures	•			
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Mathematical Statebookhou	. 1			
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	mat. Cite examples from th Important Mathematical ideas Skills and Procedures Mathematical Relationships Businessry J. Justification / Er Portions of the scenes, clar	mat. Gite examples from the materials important Methematical idees    Important Methematical idees	Important Mathematical Ideas I 2 Skills and Procedures I 2 Mathematical Relationships I 2  Mathematical Relationships I 2  Businessry / Justification / Eyistence	Skills and Procedures  I 2 3  Skills and Procedures  I 2 3  Methematical Relationships  I 2 3  Methematical Relationships  I 2 3  Businessry / Justification / Evidence

T	ide of Instructional Materia	le:			
GEBRA E STATISTICS AND PROBABILITY (S)					
ting informates and Justifying Conclusions (S-IC)	Suranery and documents				
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IC.2	Important Mathematical Mass				<b>→+</b>
ciés if a specified medel is consistent with results tres a given data- nerating process, e.g., using simulation, For example, a stodal says a		1	2	3	4
enning cost fields heads up with probability U.S. Prouds a result of 3 term in it					
e cause you to question the model?.	Side and Procedures				
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	Mathematical Relationships				
	ACRES ACTIONS ACCORDING TO THE PARTY OF THE	44	2		<del></del>
	Summery / Justification / I	iridence			
dicate the chapter(s), section(s), section page(s) reviewed.					
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	developed in the instruction		(if any):		
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Charles A. Dana Center					35
T GEBRA II — STATISTICS AND PROBABILITY (8)	Loviewed By: Side of leatractional Materia				
ting information and Justifying Concisions (8-IC) tio information and justify conclusions from sample auryleys,	Summary and documents	tee of how 1	e decrete chi		-
periments, and observational studies.	met. Cite examples from t	e materials.			
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se data trem a acopia movey to autimote a population mean or proportion; valop a margin of acror through the use of almulation models for random	1	71	2	,	4
roping.					
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	Mathematical Relationships	64			<del>-</del>
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	Portions of the domain, ch developed in the instruction	arric, and st and material	e (if any):	manage of 8	
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EBRA E — STATISTICS AND PROBABILITY (S)					
ng inferences and Justifying Conclusions (B-IC) a inferences and justify conclusions from sample surveys,	Summary and docum	entation of how	the domain, ch	uster, and stee	dard are
riments, and observational studies.	met. Cits examples fro	m the materials	<u> </u>		
<b></b>	important Mathematical	dans 4	- 1		
gains the purposes of and differences among sample surveys, riments, and observational studies; explain how randomization relates		t	2	3	•
ot.					
	Skills and Procedures	+1			
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hurfles A. Danu Canter					\$
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•	itle of instructional Material									
M.GEBRA II FUNCTIONS (P) Vigonometric Functions (F-TF)						ALGEBRA II FUNCTIONS (F) Trigonometric Functions (F-TF)				
Model periodic phenomena with trigonometric functions.	Summary and documental met. Cite examples from the	ion of how the ( a staterists.	domain, clust	oc, and stend	ford see	Prove and apply trigonometric identities.	Summery and documentations. Cite examples from the	on of how the a materials	domain, clust	r, and standard a
F-TF-8 Choose informers to functions to model periodic phenomene with specified ampleude, trequency, and middles."	Important Mathematical ideas	++	<del>   </del> 2	3	<del></del>	F-TF.8  Prove the Pythagorean identity sin2(8) + cos2(8) = 1 and use it to find sin(6) cos(8), or ten(8) given sin(8), cos(9), or ten(8) and the quedrant of the engineers.	important Mathematical Ideas.	+	2	3 4
	State and Procedures	+		<del></del>			Skills and Procedures	<del>                                      </del>	2	
	Mathematical Relationships	<del></del>	2				Mathematical Relationships	<del>                                      </del>	<del></del> 2	3 4
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indicate the chapter(s), eaction(s), and/or page(s) reviewed.	Portions of the donain, ch developed in the instruction	oter, and stand not meterials (il	lard that are u f any):	washing or mo	z well	Indicate the chapter(s), exciten(s), ender page(s) teriored.	Portions of the domain, che developed in the instruction	ster, and steric nel meterials (i	iord that are tr if eny):	issing or not well
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be Charles A. Dana Center					5ì	The Charles A Dana Center	· · · · · · · · · · · · · · · · · · ·		·	3
R. Ti LGEBRA II — STATISTICS AND PROBABILITY (S)	eviewed By: tle of Instructional Meterial				51	ALGEBRA II STATISTICS AND PROBABILITY (S)	Reviewed By: Title of Instructional Material			·
R. Ti LGEBRA II — STATISTICS AND PROBABILITY (S) interpreting Collegorical and Quantifictive Data (S-ID) Summarize, represent, and interpret data on a shook count or	tle of Instructional Material	on of how the d	iomain, cheste	N, and plant		ALGEBRA II STATISTICS AND PROBABILITY (8) Moting inferences and Justifying Conclusions (8-IC) Understand and evaluate random processes underlying statistical	Title of Instructional Material	ion of how the	domnia, chuste	r, and standard or
R.  Ti  LGEBRA II — STATISTICS AND PROSABILITY (S)  iterpresing Categorical and Questilistive Data (S-ID)  Summarize, represent, and interpret data on a single count or  measurement variable.  8-ID.4  Use the mean and standard deviation of a data set to fit it to a normal  destitution and to estimate population percentages. Recognize that there  are data sets for which such a procadure in not appropriate. Use calculators,	tle of Instructional Material	on of how the d	fornelin, cluster	er, and electric		ALGEBRA II STATISTICS AND PROBABILITY (S) Making Informaces and Assifying Conclusions (S-IC)	Title of Instructional Material	ion of how the e meterials.	domain, chuste	r, and standard as
II.  LGEBRA II STATISTICS AND PROBABILITY (8) despressing Gategorical and Quantitative Data (8-10) Summarica, represent, and interpret data on a single count or measurement variable. 8-10.A Use the mean and standard deviation of a false set to fit it we a normal destitution and to estimate consistion percentages. Recognize that there	tie of Instructional Meterial Summary and documental met. Cite examples from the	on of how the d	formain, chaste	st, and stand	and are	ALGEBRA II — STATISTICS AND PROBABILITY (S) Making informaces and Justifying Conclusions (S-IC) Understand and evaluate random processes underlying statistical experiments.  S-IC.1 Understand statistics as a process for matino inferences about necession.	Title of Instructional Material  Surremay and documental  met. Cite examples from the	ion of how the e meterials.	domain, chush	w, and standard as
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It. GEBRA II — STATISTICS AND PROBABILITY (\$) interpreting Categorical and Quantifictive Data (\$-10) Summarize, represent, and interpret data on a single count or measurement variable.  8-80.4  1-	tie of Instructional Meterials  Summary and documentalistics. Ole examples from the important Methematical ideas  State and Procedures  Methematical Retefenetures	on of how the demonstrate.	2 2	3	and ase	ALGEBRA 8 — STATISTICS AND PROBABILITY (S) Making informers and Justifying Conchesions (S-IC) Understand and evaluate random processes underlying statistical experiments. S-IC.1 Understand statistics as a process for making inferences about population parameters based on a random sample from that population.	Title of Instructional Mazerial  Surremay and documental rest. Cite excerptes from the Important Mathematical Ideae  Bidle and Procedures  Mathematical Relationships	tion of how the se materials.	2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2	3 4

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ALCERICA E ELECTIONS SE		Title of Instructional Materials:	
VERNOUS - I site invite h l	ALGEBRA E FUNCTIONS (F)		
Linear, Guardestic, and Exponential Models (F-LE)	Linear, Cuadratic, and Exponential Madels (F-LE)		

Construct and compare linear, quadratic, and expensation models and solve problems.	Summery and documentation of how the domein, cluster, and standard a met. Cite examples from the materials.						
FEEA	httpotact Melhematical Ideas						
For exponential models, express as a logarithm the solution to $ab^{\alpha}$ of where $a$ , $a$ , and $d$ are numbers and the base $b$ in $2$ , $10$ , or $a$ ; evaluate the logarithm using technology.*		1	2	3	4		
Hote: Lagardhas as octation for exponentials.	State and Procedures	++	2	,	<del></del>		
	Mathematical Relationships	41					
	Summery / Justification / E-	1 ridenos	2	3	•		
indicate the chapter(a), section(a), and/or page(a) reviewed.	•						
	Portions of the domain, clu- developed in the instruction			re existing or e	ot well		

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Overall Rating

Title of Instructional Meterials:

### ALGEBRA # -- FUNCTIONS (F)

1	little of Instructional Material	ls:			
GEBRA II — FUNCTIONS (F)					
repreting Functions (F-IF)	Summery and documental		*******		d
nalyza functions using different representations.	met. Cite examples from th				
F.Sh	important Mathematical ideas	+			<del>+</del>
Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function.		1	2	3	4
<li>Use the properties of expension to interpret expressions for exponential functions. For example, identify percent rate of change in functions such as y = (1.02), y = (0.07), y = (1.01)<sup>44</sup>, y = (1.07)<sup>6</sup>.</li>	State and Procedures	++	-		+
and classify them as representing exponential growth or decay to From on using any tension in guide autoclass of appropriate type of model furniture		'	2	3	•
	Mathematical Relationships	+	<del></del>		<del>++</del>
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dicate the chapter(s), section(s), and/or page(s) reviewed.	Summary I Justification I &	V PRESIDENCE			
sices and conquestor, sections and property sections.					
	Portions of the domain, chi devaloped in the instruction	atic, and a and materia	tandard that as ås (if moy):	a missing or s	ot wal
	Overall Rating	+			-++
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GEBRA II FUNCTIONS (F)	itle of Instructional Meterial	<b></b>			
iding Functions (F-BF)	Summery and documental		ha damaha ch		dard an
iki a function fast models a solutionship between two quantities.	met. Cite examples from the			` '	
9F.1b	Important Mathematical Ideas	<b>++</b>			
Write a function that describes a relationship between two quantities.* b. Combine standard function types using arithmetic operations. For	] `	``i	2	3	4
example, build a function that models the temperature of a cooling					
body by adding a constant function to a decaying exponential, and relate these functions to the model	Bidle and Procedures	<del>+i</del>	<del></del>	-	<b>→</b>
: Include all lypes of functions shalled.		1	2	3	4
	Mathematical Relationships	44			+
		i	2	3	4
	Summery / Justification / E	ridence			
dicate the chapter(s), section(s), and/or page(s) reviewed.					
	Portions of the domain, clu-			missing or n	al well
	developed in the instruction	al materia	to (if any):		

Overall Rating

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Title of Instructional Materials:	<del></del>	

#### ALGEBRA II - FUNCTIONS (F)

Interpreting Functions (F-F

Analyze functions using different representations.	Summary and documentation of how the domain, cluster, and standard ar met. Olse examples from the materials.				
749	Important Mathematical Idea				
Compare properties of two functions ands represented in a different way (algebraically, graphically, numerically in liables, or by verbal descriptions). For example, given a graph of one quadratic function and an algebraic expression for another, say which has the larger maximum.		i i	2	3	4
itals. Focus an using any testuras in guide establish of open-posts type of model function.	Biolis and Procedures	++	1 2	3	+
	Mathematical Relationships	•+			
		1	2	3	4
	Summary I Justification I	Evidence			
indicate the chapter(s), section(s), and/or page(s) reviewed.	Portions of the domain, o			missing or a	ot well
	developed in the instruct	ional Mahoria	m (if any):		
	Overali Rating	++	+		<del>++</del>

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Raviewed By:	
Title of Instructional Materials:	

#### ALGEBRA II — FUNCTIONS (F)

45

Build new functions from existing functions,	Successfy and documentation of how the domain, cluster, and standard are met. Cits examples from the materials.					
F-BF-3	Important Mathematical Idea			1		
identify the effect on the graph of replacing $\hat{x}_i t$ by $\hat{y}_i t + k$ , $\hat{x}_i t t$ , $\hat{x}_i t t$ , and $\hat{x}_i t + k$ for specific values of $k$ (both positive and negative); find the value of $k$ given the graphs. Expediment with cases and illustrate an explanation of the effects on the graph using behindogy, include recognizing even and odd flanctions from their graphs and elsepting expressions $k$ or them.	Stills and Procedures	1		2	à	•
Mate, buildes alreate systeat, rational, and experiented functions; emphasise common effect of each benefits after a cross function types.		41		2	3	•
	Mathematical Relationships	++				+
indicate the chapter(s), section(s), and/or page(s) reviewed.	Summary / Justification /	Eviden	<b>*</b>			
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LGEBRA E — FUNCTIONE (F)					
terpreting Functions (F-F)	Summery and documental	12			de ed ee
ualyze functions using different representations.	mat. Gite exemples from t				
476	important Mathematical Meas				
<ol> <li>Graph functions expressed symbolically and show key features of the graph, by hand in aimple onese and using technology for excre complicated cases.<sup>6</sup></li> </ol>		,	2	3	•
<ul> <li>Graph square root, cube next, and piecewise-defined functions, including step functions and absolute value functions.</li> </ul>	Sides and Procedures	44			
producing step because to guide detection of apprapriate type of model function.		1	2	3	•
	Methematical Relationships	++			
		•	4	,	•
	Summary I Justification I (	(vidence			
adicate the chapter(s), section(s), and/or page(s) reviewed.					
	Portions of the domain, old developed in the instruction	uster, and s and stateris	landerd that ar is (if any):	a missing of a	ot well
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	Overall Rating	++			++
	Overall Rating	+	1 2	3	4
	Overall Rating		•	3	4
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his Charles A. Duas Center	Overall Rating  Roviewed By:		•	3	4
he C'hon les A. Duos Center		1	•	3	4
	Roviewed By:	1	•	3	4
LGEBRA E — FUNCTIONS (F)	Roviewed By: Title of Instructional Materia	i	2		3
LOEBRA E — FUNCTIONS (F) asspecting Functions (F-IF)	Roviewed By:	is:	2 the domein, cl		3
LGESRA E — FUNCTIONS (F) expressing Functions (F-IF) Lastyza functions using different representations.	Roviewed By: Title of Instructional Materia  Resonary and documentaries. Cite examples from t	ile:	2 the domein, cl		3
LGEBRA E — FUNCTIONS (F) expreting Functions (F-IF) Analyza functions using different representations. F-IF-Ta	Roviewed By: Title of Instructional Materia	ile:	2 the domein, cl		3
LOEBRA E — FUNCTIONS (F)  Analyza functions using different representations.  F-F-7a  Carect handlors expressed symbolically and short key features of the graph, by hand in sergis cases and using technology for man complicated cases.  a. Graph separamist and legarithmic functions, showing interrupts or and behavior, and signometric functions, showing period, miditar.	Roviewed By: Title of Instructional Materia Resembly and documents seef. Cite examples from t trapcated Mathematori Ideas	i tion of how the sustainable	the domain, cl	uetter, and star	3
LIGEBRA E — FUNCTIONS (F) interpreting Functions (F-IF) Analyza functions using different representations. F-IF-Ta  7. Graph functions expressed symbolically and show key features of the graph, by hand in sergis cases and using inchrology for man complicated cases.*  e. Graph expenential and legarithmic functions, showing partod, midica, and emplates.	Roviewed By: Title of Instructional Materia Resembly and documents seef. Cite examples from t trapcated Mathematori Ideas	i tion of how the sustainable	the domain, cl	setter, and star	3
complicated cases.*  e. Graph expenential and legarithmic functions, showing intercepts or and behavior, and trigonometric functions, showing period, midine.	Roviewed By: Title of Instructional Materia Resembly and documents seef. Cite examples from t trapcated Mathematori Ideas	i tion of how the sustainable	the domain, cl	setter, and star	adard an

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Summery and documentations. Gits examples from the	n of how the domain, chuster, and standard are materials.

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وخندبوعاها	Functions	(F-IF)

Analyse functions using different representations.	Summary and document met. Gite examples from			ster, and stee	dard an
F-N-7c  7. Graph functions expressed symbolically and show key feetures of the graph, by hand in simple cases and using technology for more complicated cases.	Important Mathematical Idea	* +1	2	3	+
Graph polynomial familions, identifying zeros when suitable factorizations are available, and showing and behavior.	Skills and Procedures	++			+
Holo: Firmes we using any features to guide enlesses of appropriate type of model function.		ŧ	2	3	*
	Mathematical Relationships	<del>+ </del>	1 2	- 1 - 3	+
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	developed in the instruct	tional materia	da (if any):		
	Overalt Rating	<b>*</b> +			++

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#### ALGEBRA II - FUNCTIONS (F)

Interpreting Functions (F-IF)

Analyse functions using different representations.	Summary and documentations. Cite examples from the		ne domain, chu	der, and stand	end m
F-IF-8c  8. White a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function.	Important Mathematical Ideas	+	2	<del></del>	<del> </del>   1
a. Like the precess of factoring and completing the equate in a quadratic function to show zeros, extreme values, and symmetry of the graph, and interpret these in terms of a context.	Stulle and Procedures	+		<u></u>	+
Holes, Figure on coing hey feetures to guale extension of appropriate type of makin familiati		1	2	3	•
	Methemetical Relationships	+1		<del></del>	<del></del>
bulicate the chapter(s), section(s), and/or page(s) reviewed.	Summary / Justification / E	v <del>idence</del>			
	Portions of the domain, chi developed in the instruction	ater, and st	endard that are a (if any):	missing or no	ot well
	Overall Reting	<b>+</b> +			++
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1	Title of Instructional Materials:						Title of Instructional Material	la.		
ALGEBRA II AlixandRA (A) Resoning with Equations and Inequalities (A-REI)						ALGEBRA II — FUNCTIONS (F) Interpreting Functions (F-IF)	This of side detection remotes	•	<del></del>	
Represent and solve equations and inequalities graphically.	Summary and documentation met. Cite examples from the		domain, chrater	and standar	rd are	Interpret functions that eries in applications in terms of the context.	Bummary and documentate met. Cite examples from the	ion of how the	domain, clust	or, and standard a
A-REI.11					-	5.#A	HAPT CAM STREET LICED S.	· materials.		
Explain why the x-coordinates of the points where the graphs of the equations $y = \xi(x)$ and $y = g(x)$ intersect are the actuators of the equation $\xi(x) = g(x)$ ; find the solutions appreximately, e.g., using inchnology to graph	importent Methematical Ideas	1	1	3	→	For a function that models a raintinenship between two quantities, interpret key features of graphs and tables in terms of the quantities, and exact, graphs showing key leatures given a varied description of the relationship		1	2	5
the functions, make tables of values, or find excessive approximations, include cases where fix ender gitz are linear, polynomist, retional, absolute value, exponential, and logarithmic functions.*	State and Procedures	+	-	<del>-                                    </del>	-+•	Key features include: intercepts, intervals where the function is increasing decreasing, positive, or negative, relative maximums and minimums; symmetries, and behavior, and periodicity.*	Skills and Procedures	+		
firsts. Combine polymerski, miscopi, polykol, phontain value, and experimental functions.	1	•	2	,	1	Motor: Medicale enformat, squares road and cades mant, amphasses exhibition of appropriate enable	`	1	2	
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Interpret functions that arise in applications in terms of the contact.	Summery and documentation and. Cite exemples from the s	i of how the di materials.	omain, okster,	and standard	4 400	interpret functions that arise in applications in terms of the context.	Summery and documentali- met. Cite examples from the	on of how the	domain, cluste	v, and standard a
F4EA	important Mathematical Meas	- 4				F4FA				
Relets the domain of a function to its graph and, where applicable, to the quantitative reletionship it describes. For example, if the function hinj gives the number of person-hours it belies to assemble a engines in a feating, then the positive integers would be an appropriate domain for the function.*		i	2	3	•	Celculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph."	important Mathematical Ideas	1	2	3 4
Note. Empression naturation of appropriate stomate.	Skills and Procedures	1	1	<del>1</del>	*	Note: Emplements selectate of appropriate models.	Skills and Propedures	+	2	1 1
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ALGEBRA II ALGEBRA (A) Arithmetic with Polymouside and Retional Expressions (A-APR) Use polymomial identities to solve problems.	Title of Instructional Mater					Reviewed By		
Arithmetic with Polynomials and Rational Expressions (A-APR)		iels:			·	Title of Instructional Materials:		
					ALGEBRA II ALGEBRA (A) Arithmetic with Polynomiels and Rational Expressions (A-APR)			,
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AAPRE	····				A-APIL6	met. Gite examples from the r	haterisis.	
(+) Know and apply the Binordist Theorem for the expension of $(x + y)^n$ in powers of $x$ and $y$ for a positive integer $n$ , where $x$ and $y$ are any numbers, with coefficients determined for exemple by Pascal's Triangle. <sup>1</sup>	important Mathematical Ide.	*		<b>P</b>	Rewrite simple rational expressions in different forms; write $a(x)b(x)$ is the form $a(x) + r(x)b(x)$ , where $a(x)$ , $b(x)$ , $a(x)$ , $a(x)$ , and $r(x)$ are polynomials with the degree of $r(x)$ less than the degree of $r(x)$ , uning inspection, long division, $a(x)$ for the more complicated examples, a computer algebra system.	important Mathematical Ideas	+ + +	3
More application problems needed!	State and Procedures	1 2	3	*	1/1/	· ·	1 / 1	3
buppieus veenen.	Mathematical Relationships	1 2		<b>→</b>	NA	Mathematical Relationships	1 1	3
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Critimatic with Polynomials and Rational Expressions (A-APR)  Results rational expressions.	Summery and documents	tice of how the dome	in, chater, and standard or	<b>-</b> 1	Creating Equations (A-CED)	Summery and documentation	of how the domain.	chaster, and standard a
A-APR-7	met. Cite examples from t	he materials.		-	Create equations that describe numbers or relationships.  A-CED.1	met. Cite examples from the so	eterials.	
(+) Understand that retional expressions force a system ensingous to the retional numbers, closed under addition, subtraction, multiplication, and division by a nonzero retional expression; add, subtract, multiply, and divide	importent Mathematical Idea	1 2	3 4	*	Create equations and inequalities in one variable and use there to solve problems, include equations arising from linear and quadratic functions, and ample retioned and exponented functions."	Important Methematical Ideas	1 3	3
rational expressions.	Skills and Procedures				Hote: Equations using all available types of expressions, including chaple real functions.	Skills and Procedures		
Text discusses how to		1 2	3 4	•			1 1	3
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CED.3	Important Methorated Mana	A-CEO.3 Represent constraints by equations or inequalities, and by systems of	important Mathematical Meas	<del>++</del>	<del></del>	<del></del>
reacts equations in two or more variables to represent relationships betwee partitions graph equations on coordinate sizes with lebals and scales."	1 2 (3)	equations and/or mequalities, and interpret solutions as viable or non-visible options in a modeling context. For example, represent inequalities describe nutritional and oost construction on combinations of different foods.	14 P	i .	2	3 ****
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GEBRA II ALGEBRA (A)	<del></del>	ALGEBRA 8 — ALGEBRA (A) Resecuting with Equations and Inequalities (A-REI)				
unting Equations (A-CED)  main equations that describe numbers or relationships.	Summery and documentation of how the doctain, cluster, and standard are sail. Cite examples from the materials.	Understand solving equations as a process of resconing and explain the resconing.	Burmary and documental met. Gits examples from th	ion of how the e materials.	domain, clus	ter, and standard as
CED.4	Important Methematori black	A-REIZ	Important Mathematical Ideas	<del>++</del>		<del></del>
serrange formulae to highlight a quantity of interest, using the same accoring as in solving equations. For example, rearrange Ohm's less	1 2	Solve simple rational and radical equations in one variable, and give examples showing how extraneous solutions may arise.		1	1	3
* IR to highlight resistance R *  by Equation using at avalable types of expressions, technique sample stat functions.		Joeja, Sample reduced and colontelli.	Skulin and Procedures	44		
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R.1	unportant Meliternetical Meet	A-APR.2  Know and apply the Remeinder Theorem: For a polynomial p(x) and a	Important Mathematical Ideas
stand that polynomials form a system analogous to the integers, y, they are closed under the operations of addition, subtraction, and	/1 2 3	Notice this apply the content on the part of the property of	
ication; add, subtract, and multiply polynomens.	/ /		Study and Procedures
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usite with Polymomisis and Rational Expressions (A-APR) calend the relationship behaves zeros and factors of polymomisis.	Summery and documentation of how the domain, chuster, and standard are	Lies polynamini identities to solve problems.	Summary and documentation of how this sumain, cluster, and standard are met. Clin examples from the materials.
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R.3 fy zaros ef polynomials when multiple fectorizations are avellable.	important Mathematical Ideas 4-1 7 3	Prove pelynomial identities and use them to describe numerical relationships. For example, the polynomial identity $(x^1 + y^1)^2 = (x^2 - y^2)^2 + (2xy)^2$ can be used	/ / / / * * * *
ee the zeros to construct a fough graph of the function seemed by the		to generate Pythagorean triples.	
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Overall Rading +	5-2			developed in the instructional materials (if any):
Overall Rating  Overall Rating  Overall Rating	$\mathcal{J}$		1 9-3	
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	Title of Instructional Materials:		Title of Instructional Materials:
ALGEBRA 8 NUMBER AND QUANTITY (N)		ALGEBRA II MUNIBER AND QUANTITY (N) The Complex Number System (N-CN)	
The Complex Number System (N-CN)  Perform arithmetic operations with complex numbers.	Surroway and documentation of how the domain, charter, and standard are used. Cite exacepies from the materials.	Use complex numbers in polynomial identities and equations.	Summery and documentation of how the domain, cluster, and standard are mot. Cite examples from the materials.
N-CR.2	Proceeding Madhematical Ideas A.I.	N-CN.7	Important Methematical Ideas
tion the relation for -1 and the communities, associative, and distribute properties to add, subtract, and studiedly complex numbers.	1 2 3 / 4	Solve quadratic equations with real coefficients that have complex solutions: Prigrammic with real coefficients.	/
Formal names of proper not used but good a skill development of chall	1 45	Discusses how a good.	091
Formal names of proper	Sills and Procedures	U15203503 1000 a guar.	State and Procedures  A Cors in 4  Methoristical Relationships
li la	what problems:	Can have no real solin, be	at doesn't
not us or our your	Mathimetical Relationships ++ ++ ++	Can rowe 100 is	Mathematical Relationships
Skill development of chall	MAR .	show how it could have	complex 5 gm
	Summery / Justification / Evidence		Summary / Justification / Evidence
indicate the chapter(a), section(s), end/or page(s) reviewed.		budicain the obseptor(n), section(n), and/or page(n) reviewed.	
ź.	Portions of the doselo, cheese, and standard that ere missing or not well developed in the instructional materials (if any):		Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if my):
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	,	(	
	Overall Rating		Overall Rating
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			Reviewed By:
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	Title of Instructional Materials:	ALGEBRA II — NUMBER AND QUANTITY (N)	Title of Instructional Materials:
ALGEBRA 8 NUMBER AND QUANTITY (N) The Complex Number System (N-CN)		The Complex Number System (N-CH)	
Use complex numbers to polynomial identifies and equations.	Businery and documentation of how the domain, cheeter, and standard are met. Cite examples from the materials.	Use complex numbers in polynomial identities and equations.	Summery and documentation of how the domain, cluster, and standard are met. Gits examples from the materials.
H-CN.8	Impodest Methematical Ideas / 4.1	N-CR3	Important Mathematical Ideas
(+) Extend polynomial identities to the complex numbers. For example, reserve $x^2 + 4$ as $(x + 2)/x - 2i$ .	/ 1 2 3 4	(+) Knew the Fundamental Theorem of Algebra; show that it is true for quedratic polynomials.	. 1 2 3
Note: Polynamin with test enefficierts.		Shown to be	Stute and Procedures
Na Malaca	Skills and Procedures	FTA 15 hours do bo	3 / 2 3 4
Was aldressed		1 2 - 1 > 11 . 6 4	- do other
0.01	Mathematical Relationships +1 +++	true graphically, but	Mathematical Relationships 4
Brietly addressed,		means was presented	. Good critical thinking
$I$ $I_{\alpha}$ , $Q$ $I$ $I$ $I$ $I$	Summer I Australia I Erlanca	1 1	Summary / Justification / Evidence
Gares students have	ing: Ihad a	& problems.	46
indicate the chapter(s), section(s), and/or page(s) reviewed.		Indicate the chapter(s), section(s), and/or page(s) reviewed.	
A10.	Portions of the domain, charter, and standard that are missing or not well developed in the instructional materials (if any):	-	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional meterials (if any):
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Charles A. Does Center  Reviewed By:  Title of Instructional Materials:  Content for Mathematical practices  Look for and express regularity in repeated reasoning.  Mathematically perfective and software parties of calculations are reposing the same calculations over and over again, and conclude sheep have a repeated personal type in general methods and for shortests. Upper elementary students neglet active the question (v = 2/4/v = 1) = 3. Succious of slope as they repeatedly channel top pay and extension to the calculations of slope as they repeatedly channel top and the calculations of slope as they repeatedly channel top and the calculations and sound as the calculations and shortest to equations (v = 2/4/v = 1) = 3. Succious for repeatedly channel for the same cancel when expending (v = 1/4/v = 1/x + x + 1), and (v = 1/4/v = 1/v = 1/x + x + 1), and (v = 1/4/v = 1/v = 1/x + x + 1), and (v = 1/4/v = 1/x + x + 1) and (v = 1/4/v = 1/x + x + 1), and (v = 1/4/v = 1/x + x + 1) and (v = 1/4/v = 1/x + x + 1), and (v = 1/4/v = 1/x + x + 1), and (v = 1/4/v = 1/x + x + 1) and (v = 1/4/v = 1/x + x + 1), and (v = 1/4/v = 1/x + x + 1) and (v = 1/4/v = 1/x + x + 1), and (v = 1/4/v = 1/x + x + 1) and (v = 1/4/v = 1/x + x + 1) and (v = 1/4/v = 1/x + x + 1), and (v = 1/4/v = 1/x + x + 1) a	Mathematically proficient staticate by to communicate procise reasoning. They state the matering of the symbols they chemically signalized and statically state appearability and state of measure, and labeling axes to clearly the conjugate amendment answers with a degree of precision appropriate.	m, including using the equal sign consistently and appropriately. They are careful about correspondence with quantities in a problem. They calculate occuracly and officiantly, make for the problem context. In the elementary grades, students give carefully formulated
Reviewed By:  Title of Instructional Materials:  Documenting Alignment to the andards for Mathematical Practice  Look for and express regularity in repeated reasoning.  Mathematically proficient students surice if calculations are superated, and kock both for general methods and for shortonis. Upper elementary students might notice when dividing 25 by 11 that they are repeating the sause calculations over and over again, and conclude by have a repeating decimal by paying attention to the calculation of slope as they repeatedly chack whether praises are on the last through (1, 20 with holy 3, middle per populatedly chack whether praises are on the last through (1, 20 with holy 3, middle per local students in abstract the equation (v = 20/x = 1) = 2. Nutsing the regulately in the very terms cancel when expanding or = 10/x + 1, (x = 1)(x^2 + x + 1), and (x = 1)(x^2 + x + 1) in the discussion of the control to equation of the process, while attending to the dotable. They continuelly evaluates the measurableaums of their intermediate resolts.  Profices of the understand accorded general forms the forms of the process, while attending to the dotable. They continuelly evaluates the measurableaums of their intermediate resolts.	indicase the chapses(e), ecclosi(e), as paye(e) sectured.	Purtiens of the seathematical proceins that one valueing or not well developed in the instructional instation (if any):
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Look for and express regularity in repeated reasoning.  Mathematically proticises studiests action if calculations are separated, and look both for passeral methods and for shortests. Upper elementary studiests might notice when dividing 25 by 11 that they are repeating the same calculations over and over again, and conclude they have a repeating decimal. By paying attention to the calculations of slope as they repeatedly chief, wholest printed are out the last through (1, 2) with slope 3, middle school students in abstract the expressions (y ~2(y ~ 1) = 3. Noticing the regulately in the way is true cased to when expending (z ~ 1)x + 1), (z ~ 1)x + 1, 2, 1 + 1); (z ~ 1) = 1, 1)x + 1, 2 + x = 1) might lead them to the general formula for the same of a geometric sorios. As they work to solve a problem, nonthermatically proticinant students maintain oversught of the process, while attending to the dotails. They continuelly evaluate the reasonableaces of their interspeciate results.  Professor of the sambumated general that are mining or not well developed to the intersection (if any).		Reviewed By:
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mught notice when dividing 25 by 11 that they are repeating the sause calculations over and over again, and conclude they have a repeating decisnal. By paying attention to the conclusion of along on they repeatedly clank, whother points are on the his through (x2 with along 3, middle school students in abstract the squatest (x - 1)(x + 1) (x - 1)(x + x + 1), and (x - 1)(x + x + 2 + x - 1) might lead them to the general formula for the same of a geografic sortion. As they work to notice a problem, methorastically protections and estate maintain oversught of the process, while attending to the details. They continuelly evaluate the seasonableaness of their intermediate results.  Protected of the sandamatical grantum that one minutes or not well developed to the intermediate for the details. They continuelly evaluate the seasonableaness of their intermediate results.	Look for and express regularity in repeated reasoning.	
inaccontinued management (af eary):	might notice when dividing 25 by 11 that they are repenting the paying attention to the collectation of slope as they repeatedly abstract the equations ( $y = 2y(x-1) = 3$ . Noticing the regularity, i.e. $= 1,y(x+2x+x+1)$ might lead them to the present formulae protectant materials necessary over the process, while at	he sauce calculations over and over again, and conclude they have a separating decimal. By clanck whether points are out the lane through $(1, 2)$ with stops 3, middle school students might y to the very terms caucoi when expanding $(x-1)(x+1)$ , $(x-1)(x^2+x+1)$ , and a for the same of a geometric series. As they work to solve a problem, nonthermatically
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41	lanamary/Josethicanicas/Sichiman	Overall Bering

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Title of Instructional Materials		

## Documenting Alignment to the Standards for Mathematical Practice

Mathematically proficient students book closely to discorn a pattern the same amount as erven and three more, or they may not a collect $7 \times 8$ equals the well amounteed $7 \times 5 \times 7 \times 3$ , is preparation for $8 \times 10^{-2} \times 10^{-2}$ and the $9 \times 10^{-2} \times 10^{-2}$ properties for excitacy fine for solving problems. They stoog sage help back for us of excitacy line for solving problems. They also use step back for us of	tion of shapes according learning about the distrik	g to how comy sides th		
expressions, as angle objects or as budg computed of several object and not that to scaling that its value cannot be more than 5 for any sc	overview and shift pecip cts. For example, they co	e in a geometric figure active. They can see o	expression $x^2 + 5x + 1$ unification the the strate emphicisted things, suc-	i, older students gy of derwing an h as some algebra
dizote the chapter(s), occident(s), or page(s) neviewed.	Pattions of the si last sectional to	unibemerical practice that statish (si'any)s	ner missing at not wall :	developed in the
manary/jactification/Reldence	Overall Racing			
	++	<del></del>	<del></del>	+
	1	2	3	•

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Title of Instruction	nal Materials:	

#### ALGEBRA 8 --- NUMBER AND QUANTITY (N) The Complex Number System (N-CN)

Perform arithmetic operations with complex mumbers.	Summery and documentations. Cite examples from the			eter, and standard are
SI-CRL1  Know there is a complex number / such that # + -1, and every complex number has the form a + breath a and b real.	Important Mathematical Ideas	4	1 2	- ; /:
Nice puzzle activity at bey of section, to chart is clear.	Sitilis and Procedures	<del>(                                     </del>	2	
chart is clear.	Methematical Relationships	+	2	<del>-                                    </del>
	Summary / Justification / E	vidence		3-
indicate the chapter(s), section(s), and/or page(s) seviewed.				
	Portions of the domain, chi- developed in the instruction			missing or not well
4-8				
	Overall Rating	<del>                                      </del>	; 2	1, 19

The Oberloo A. Danie Conter

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andards for Mathematical Practice	
Reason abstractly and quantitatively.	
Mathematically proficient students make some of quantities and on publican service any quantitative studentships: the shilly to de the sepacenting symbols as if they here a life of their own, with second desays the manifestion searches to order to probe into the	their relationships in problem attentions. They bring two complementary abilities to bus broastertundize—to obstanct a given estaution and represent it symbolically and commission out necessarily attending to their referents—and the ability to contextualize, to pusse us traferents for the symbols involved. Quantitative automing entants believe of creating a main involved; attending to the manning of questities, not just how to compute them, and dibjects.
ulicase dus shaptor(s), section(s), se page(s) astioned.	Precions of the menhanceted practice that one valuing at not well developed in the instructional nestectab (of my)s
, , , , , , , , , , , , , , , , , , ,	Ormall Earling
	1 2 3 4
	Reviewed By:
	Tide of Instructional Materials:
	Tide of Instructional Masertalic
tandards for Mathematical Practice  6. Model with mathematics.	
gracks, thes might be as simple are writing an addition equation to plean a school event or sentyre is problem in the consensative. By to describe how one quantity of internal depends on another. Me assumptions and approximations to simplify a complicated situs constitute in a contribul situation and must their polationships using	hey know so solve problems arising in averyday life, accisty, and the workplace. In early to describe a attention. In middle graden, a student might apply proportional neutraining to high school, a student might are generally to solve a design problem or one of function shomatically proficient students who can apply whet they have an conscioutable melting stion, acalcing that these may need sevision later. They are able to identify supported ag such tools as diagrams, revo-acy tobies, psychs, flowcharts and formules. They can They continuely interpret their students includes the context of the of meltian and
transfords for Mothematical Practice  6. Model with mathematics.  Authoratically proficient analysis can apply the authoratics by gacks, this might be an simple as writing as addition equation to plan a subcole event or analyse a problems in the consessable. By to describe how one quantity of listense depends on another. Measuraptions and approximations to simplify a complicated situation until the profit of the profit of the subcole and approximations to simplify a complicated situation until the profit of the conclusions. Model and the profit of the conclusions and the profit of the conclusions.	hey know so solve problems arising in averyday life, accisty, and the workplace. In early to describe a attention. In middle graden, a student might apply proportional neutraining to high school, a student might are generally to solve a design problem or one of function shomatically proficient students who can apply whet they have an conscioutable melting stion, acalcing that these may need sevision later. They are able to identify supported ag such tools as diagrams, revo-acy tobies, psychs, flowcharts and formules. They can They continuely interpret their students includes the context of the of meltian and
tenndends for Methemetical Practice  6. Model with mathematics.  Stathmentically profesions analysis can apply the suthematics by gracks, thus might be an simple as writing an addition equation to please a school or cant or sunlyine a problem in the community. By to checkle have one quantity of interest depends on another. It is measuraptions and approximations to simplify a completed either quantities in a practical situation and may their relationships usined, at these relationships mathematically to draw conclusions reliect on whether the results make sense, pureably improving the	hery know to solve problems arising in averyday life, nocisty, and the workplace. In early to describe a attention, in middle grades, a stadent might apply propositional sustaining to high school, a student might me generally to solve a design problem or one of function shomatically proficient students who can apply whet they have use conscioutable making stoon, acaloring that these may need to vision later. They are able to identify susportest ag such tools as degrams, revo-ency tables, graphs, flowcherts and formules. They can They routinely interpret their studentstical accelts in the context of the sit strikes and to model if at has not served its purpose.  Puppings of the mechanistical pacetim that are subsing or not well developed in the

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Title of Instructional Materials:	

#### Documenting Alignment to the Standards for Mathematical Practice

3. Construct viable arguments and critique the reasoning of others.

Mathematically proficient students understand and use stated assumptions, definitions, and previously established sessits in constructing arguments. They make conjectures and build a logical projection of statements to explore the truth of their conjectures. They are able to analyze astardious by breaking them into cancer, and can recognize and use constructing plausible arguments confered to their constance, the cancer inductively about that, making plausible arguments that take isso account means of the truth of their constances. Authoritishing proficient stakes are also able to compare the effectivement of two plausible arguments, distinguish correct logic or resouring from that which is flav ed, and—if there is a flav in an argument—explain what is is. Elementary students can construct arguments using concrete referents such as objects, downings, disgrams, and actions. Such arguments can make some and be correct, went though they are not percentaged or make formal study later grades. Lines, the students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whiching they make sense, and sak useful questions to clearly or improve the arguments.		
Sandando des chaquesta), austrosfel, ar proprie) professori.	Furthers of the conhumental practice that 000 polosing or not well developed in the temperatural materials (if any):	
Sensency/Josethication/Luidence	Overall Resting	

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Title of Instructional Materials:	

#### Documenting Alignment to the Standards for Mathematical Practice

5. Use appropriate tools strategically.

Manhamatically proficcions students consider the available tools when solving a markeometical problem. These tools might include peacel and paper, concrete models, a ruler, a particular, a considerable at considerable problem. These tools might include peacel and paper, concrete models, a ruler, a particular, a conspicer algebra system; a statistical package, or dynamic guomatry software. Proticions students are sufficiently familiar with tools appropriate for their grade or currant to make sound describe sorted or each of these tools students about whose control fundamental models that control institutions. For example, nother naturally proticions high school students energy graphs of functions and obstitions generated neing a graphing calculation. They detect parable structs by stonic possibly using estimation and other notherestscal knowledge of which is substituted to varying assumptions, explain consequences, and compare productions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical anounces, such as digital content formed on a website, and use them to puse or solve problems. They are able to me tachnological tools to explore and deepen their nederateding of concepts.

Sudicate the closper(A), eacher(c), or pupils) entered.

Proctions of the mediumental processes that are missing or not well developed in the instructional metasion (if ony):

1 2 3

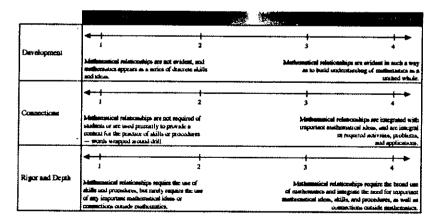
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#### Important Mathematical Ideas; Understanding the scoring

		3
Development	Important numbersation ideas are alluded to numbely or are assuring, approached primarily from a stall level, or provided for students outside any context.	important multiconsticat stam are proletes, conseptually developed, and cover ge within the context of real-world examples, intercology problems, application satisfaces, or made or in experiments
Connections	4	3
Important methestenical ideas are develope indispositedly of such other (i.e., they are discoute, independent ideas).	Important mathematical ideas are developed by expanding and concessing to other important mothers and also in such a way as to baild moderntanding of mathematics are a tunked whole.	
	1 2	3 4
Rigur and Dopth	Important mathematical ideas are applied in scatting problems or in using formulated pattendarms, and are extended in separate / optional problems.	Important membershold ideas are applied and extended in our of situations or enthershold in the contest, regaining the categories and the use contest, regaining the categories and the use of membershold ideas and the use of membershold ideas and the categories and our of the categories membershold ideas and the categories membershold ideas and the categories membershold ideas and the categories membershold in the categor

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#### Mathematical Relationships: Understanding the scening



Skills and Procedures: Understanding the scoring

	and constitution	300 M	فالموام ورماره فالكو
	1 2	3	+
Development	Shills and procedures are the premary focus, are sky-deped without conceptual understanding, and are foundly connected to important mathematical lukes — important mathematical tions are adjusted.	कर्ममंग्र	physical distribution are controlled with inspectation to the model of
Connectivus	1 2  Bills and procedures are treated as discrete	3	5kills and procedures are solegrated
	skills rarely connected to expuestest austronomical ideas or other skills and procedures.		with—and consistently connected to— important multiconnectal school and other skalls and procedures.
	1 2	3	+
Rigor and Depth	State and procedures are practiced without conceptual understanding outside any context, do not requere the use of important subhermated ideas, and nor presently practiced in rote exercises and drill	<b>d</b> e s	Stalls and procedures are craicel to application and understanding of important mathematical siless, and are embodied in problem situation.

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Title of Instruct	tional Materials:

## Standards for Mathematical Practice

Make sense of problems and persevere in solving them.

Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They sendy are givens, constraints, relationships, and posits. They needs conjectures show the form and meaning of the solution pulse a solution pulses; make that simply impain gives a solution attempt. They consider analogous pubbless, and try special cases and simpler forms of the original problem is under to gain insight usto its solution. They meanitor and evaluate their programs and change counce if accountry. Other students might, depending on the context of the problem, transform algoritaic expressions or change the viewing wandow on their graphing calculator to get the information they seed. Mathematically problems, transform algoritaic expressions or change, verted descriptions, tables, and graphs or draw designants of important features and relationships, graph data, and search for regularity or transf. Younger students might rely on ming counter objects or pictures to help consequential and solve a problem. Mathematically proficient students chock their answers to problems using a different method, and they constrainedly not themselves. They can understand the approaches of others to solve any problems using a different seal description between different approaches

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Previous of the mediamental practice that are arising ac ant well drudeped in the instructional materials (if any),

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The Charles A Dans Center

Halian advanced and staff listed here are officiated with the Date Conter

#### Project director

Laurie Gerland, disenter of purgams and product development. Here Zigeroni, senior advisor

We grantelly approvisings the most than 100 school districts and thousands of educators who have informed the development of these

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The Charles A. Dana Costor

#### Introduction

Studying the Standards Phone Is

Narrowing the Field of Instructional Materials

#### Amorring Mathematical Contant Alignment

The purpose of Phase 3: Assessing Mathematical Content Alignment is to determine the degree to which the materials are aligned to the stendards (content and processes), in Place 3, participants conduct on in depth series of the 2-3 instructional materials selected in Place 2. The Place 3 process requires selection committee mombers to use set criteria in order to determine a rating for each sample, to cate examples to justify their some for each sample, and to document standards that are musing or not well-developed in the instructional autorials examined

As a whole group, selection committee members should gractice applying the Plane 3 rabric. The purpose of the whole group practice is to promote interester reliability and calibration.

In Phase 3 it is not important to smalyze every juga, section, or chapter of a session. It is important to identify an assa, topic, or big idea for the deep content analysis of Plane 3 (e.g. development of equivalent fractions, addition of whole numbers, development of proportionality...). The identified street, topic, or bug iden will be used for all the testmetrional conscioused in Phase 3. The seen, topic, or big idea can be identified through the use of student achievement data, carried use priorities/chellenges, or ideas that typically make up a greater portion of instruction in particular grade levels courses. In must cases, Plante 3 well abundary the one seconds that is best abunded.

#### Sup-by-Stap bears sions

- 1. Use your carrent adoption to practice using the Phase 3 rateric. Select one hig idea to focus your analysis (see note above for selecting the accu, topic, or big idea).
- independently, commince members are their current accounts, the identified hig bles (and associated pages in that securics), and the Phase 3 rathric to some and document the extent to which the material (content and processes) aligns to the standards.
- In small gauses, committee receivers share their scoring and juminications. Small groups come to consensus on how the current resource would acore on this by idea.
- Each small group shares with the large group their econe. Repost the consumes building to generate a large group score on this big idea.
- Clearly may resemblers tendings about how to apply the relect before committee members begin to mer Plane 3 relected on the selected

## Table of contents Scoring Rubric and Documentation Forms

Documenting Alignment to the CCSS for Mathematics: Standards for Mathematical Practice

Documenting Alignment to the CCSS for Methematics: Standards for Mathematical Contest ......

#### The Charles A. Dans Coates

- Based on the size of the selection committee, determine the number of sucus, topics, or big ideas to be assessined for each guale/course. If the group size is large, more mean, topics, big ideas can be examined within each grade level control.
- Make more committee energhors have multiple copies of the Phone 3 rubric.
- Committee reserves apply the Phase 3 rubric for each of the materials.
- Establish a time line for groups to complete and subout Phase 3 documentation.
- Establish a data collection and analysis process to attain a rating for each resource.

#### Marginia and Supplies

- Phase 3: Assessing Mathematical Content Alignment black line number -- multiple copies per person
- Currently used instructional assource
- The 2 to 4 instructional materials selected in Plants 2

#### Assemble Vertical Allegement of Instructional Materials

## Instructional Materials Analysis and Selection

**Phase 3:** Assessing Content Alignment to the Common Core State Standards for Mathematics

Inaditional Painway for High School: Algebra



Frontmutte

### Instructional Materials Analysis and Selection

Assessing Content Alignment to the Common Core State Standards for Mathematic

This tool provides advantage with a structured way to make informed decisions when selecting mathematics instructional materials. In particular, it can help you become more knowledgeable about the Common Core State Shandards for Mathematics to you one select instructional materials aligned with these standards.

This resource can also be used with the Dame Center's Ingrat 4-phone Instructioned Meta-risks Annalysis and Relocation tonices; Plants 1: Studying the Standards, Plants 2: Mercening the Field of Instructional Annalysis and Societies Transport of Instructional Annalysis (Asserting Vertical Adjustment of Instructional Annalysis Communications (Instructional Instructional Instruct

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## Instructional Materials Analysis and Selection

Summary Evaluation: Good to insuable, at each lesson. Generally more application problems each lesson. Generally more application problems each lesson. Generally more application problems each lesson bear much to be desired at times.

Very skill-driven text but nice encouragement of indiana Education Roundtable, The Indiana Department of Education, and The Charles A. Dana Center at The University of Texas at Austin

Content Louis not always align with

CCSS. Therefore, I do not suggest this book be used in conjuction of Formation.

#### About the development of this resource

This tool, inservences is Monerale Analysis and Selection: Assessing Content Abgresses as the Consean Core State Standards for Mathematics, draws on the Dates Content's nearly 20 years of superturner in strengthming aducation and him been used extensively in Toxes and, increasingly, other states, to help local and of the state of the Content of the Section of the Instructional materials aligned with their standards. Development and production of the Instructional Materials Analysis toolses were supported by the Charles A. Development of the Section Sec

This recomms equives of a set of 15 individual grade-latest / queste documents that spine kindargarine through the third year of high school mathematics. There is a decument for much grade from kindar packet through 2, and say documents for high school mathematics (une each for the three courses in the traditional high enhool pathway Algebra 1, Qeometry, Algebra 11, and can such for the three courses in the integrated high network plants of the property of the second pathway Methematics 1, Methematics 11, and Methematics IIII 11 of the request of various states and other entities, the Dame Center has populated this interactional Meterials Analysis and Solection tool with standards from the Common Core State Standards for Mathematics for use by local districts in selecting instructional meetings along with these standards.

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#### October 2010 minus

We unicome your community and suppositions for improvements pieces send to dans-traken@utility.uterass oder or the address in the copyright motion above.

### About the Charles A. Danz Center at The University of Texas at Austin

The Dest Center works to make student achievement in X-16 studentstate and stimute, especially for historically underserved populations. We do so by providing direct service to achieve the districtions of higher education, to local, state, and notional education leaders, and to egencies, accupratite, and professional organizations encountered with strengthening American education.

The Center was fearable in 1991 at The University of Touce at Austin. We easy out our work by supporting high steadards and helding systems especitly, collaborating with key seas and missional organizations to address energing immes, creating and delivering professoroal supports for education and education beafers, and writing and publishing education recovers, including student supports. Our staff of more than 60 has worted with disasses of school systems as marrly 30 states and with 50 percent of Teuts's factor them 1,000 missool districts. We are commutated to ensuring that the accident of winner a child stends school does not limit the accidents operuntatives for or the comparison.

For more information about our programs and resources, are our homopage at www.ubdeancember.org. To access our precureos (many of them free), are our products arises at www.ubdeancember.org/products. And to insen more about our professional development—and sign up online—go to www.ubdeancessee.org/pg/sc

<sup>\*</sup> For the high school mores sequences, we suited on the Common Core State Simulards Mathematics Apparatic A: Designing High School Mathematics Courses Based on the Common Core State Standards, developed for the CCSS natistive by Achieve, Inc., which convened and managed the Achieve Pathweys Group.

Title of Instructional Materials: Pontice Hall Algo, CCE w

## Documenting Alignment to the Standards for Mathematical Practice

1. Make sense of problems and persevere in solving them.

Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, "Does this make sense?" They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.

Indicate the chapter(s), section(s), or page(s) reviewed.

p. 39, 182, 250, 346, 440, 480, 742

Summary/Justification/Evidence

Scatfoldy becomes loss structural as students progress thru the book

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):



Reviewed By:	
	¥
Title of Instructional Materials:	

## 2. Reason abstractly and quantitatively.

Mathematically proficient students make sense of quantities and their relationships in problem situations. They bring two complementary abilities to bear on problems involving quantitative relationships: the ability to decontextualize—to abstract a given situation and represent it symbolically and manipulate the representing symbols as if they have a life of their own, without necessarily attending to their referents—and the ability to contextualize, to pause as needed during the manipulation process in order to probe into the referents for the symbols involved. Quantitative reasoning entails habits of creating a coherent representation of the problem at hand; considering the units involved; attending to the meaning of quantities, not just how to compute them; and knowing and flexibly using different properties of operations and objects.

Indicate the chapter(s), section(s), or page(s) reviewed.

Summary/Justification/Evidence

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):



Reviewed By:	
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Title of Instructional Materials:	

3. Construct viable arguments and critique the reasoning of others.

Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

Indicate the chapter(s), section(s), or page(s) reviewed.

Summary/Justification/Evidence

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):



Reviewed By:	
Title of Instructional Materials:	

### 4. Model with mathematics.

Mathematically proficient students can apply the mathematics they know to solve problems arising in everyday life, society, and the workplace. In early grades, this might be as simple as writing an addition equation to describe a situation. In middle grades, a student might apply proportional reasoning to plan a school event or analyze a problem in the community. By high school, a student might use geometry to solve a design problem or use a function to describe how one quantity of interest depends on another. Mathematically proficient students who can apply what they know are comfortable making assumptions and approximations to simplify a complicated situation, realizing that these may need revision later. They are able to identify important quantities in a practical situation and map their relationships using such tools as diagrams, two-way tables, graphs, flowcharts and formulas. They can analyze those relationships mathematically to draw conclusions. They routinely interpret their mathematical results in the context of the situation and reflect on whether the results make sense, possibly improving the model if it has not served its purpose.

Indicate the chapter(s), section(s), or page(s) reviewed.

839, 883, 923

Summary/Justification/Evidence

Text is embedded at many energy life problems that involve several different mathematical models. Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):



Reviewed By:	
Title of Instructional Materials:	

5. Use appropriate tools strategically.

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

Indicate the chapter(s), section(s), or page(s) reviewed.

p. 163, 715, 318, 413, 459, 594, 621, 772, 835, 927

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Summary/Justification/Evidence

Specific technology produce activities are given in such chapter, mostly graphing calculator applications



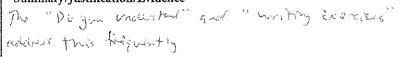
Reviewed By:	
Title of Instructional Materials:	

## 6. Attend to precision.

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

Indicate the chapter(s), section(s), or page(s) reviewed.

Summary/Justification/Evidence



Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):



Reviewed By:	
Title of Instructional Materials:	

### 7. Look for and make use of structure.

Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see  $7 \times 8$  equals the well remembered  $7 \times 5 + 7 \times 3$ , in preparation for learning about the distributive property. In the expression  $x^2 + 9x + 14$ , older students can see the 14 as  $2 \times 7$  and the 9 as 2 + 7. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see  $5 - 3(x - y)^2$  as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y.

Indicate the chapter(s), section(s), or page(s) reviewed.

Summary/Justification/Evidence

The Think , "Plan", and "Knon-New-Plan"

hints given in the example problems are
a constant remoder to students to look for and
make we of structure.

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):



Reviewed By:	
Title of Instructional Materials:	

8. Look for and express regularity in repeated reasoning.

Mathematically proficient students notice if calculations are repeated, and look both for general methods and for shortcuts. Upper elementary students might notice when dividing 25 by 11 that they are repeating the same calculations over and over again, and conclude they have a repeating decimal. By paying attention to the calculation of slope as they repeatedly check whether points are on the line through (1,2) with slope 3, middle school students might abstract the equation (y-2)/(x-1)=3. Noticing the regularity in the way terms cancel when expanding (x-1)(x+1),  $(x-1)(x^2+x+1)$ , and  $(x-1)(x^3+x^2+x+1)$  might lead them to the general formula for the sum of a geometric series. As they work to solve a problem, mathematically proficient students maintain oversight of the process, while attending to the details. They continually evaluate the reasonableness of their intermediate results.

Indicate the chapter(s), section(s), or page(s) reviewed.

Summary/Justification/Evidence

The "Think", " Plan", and " know - weed - Plan"
hints encourage students to continuelly attend to
de tails and evaluate at intermediate places in
The process

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):



Reviewed By:	 
Title of Instructional Materials:	

## ALGEBRA II — NUMBER AND QUANTITY (N)

Perform arithmetic operations with complex numbers.	Summary and documentation of how the domain, cluster, and standar met. Cite examples from the materials.	d are
N-CN.1	Language A Mathematical Information	
Know there is a complex number $i$ such that $i^2 = -1$ , and every complex number has the form $a + bi$ with $a$ and $b$ real.	Important Mathematical Ideas  1 2 3	4
	Skills and Procedures  1 2 3	4
	Mathematical Relationships  1 2 3	4
	Summary / Justification / Evidence	
Indicate the chapter(s), section(s), and/or page(s) reviewed.	٩	
4.8	Portions of the domain, cluster, and standard that are missing or not videveloped in the instructional materials (if any):	vell
9.8 248-257	very procedural and not related to any real-like application	
	Overall Rating  1 2 3	<del>- →</del> 4

Reviewed By:	
Title of Instructional Materials:	

## ALGEBRA II — NUMBER AND QUANTITY (N)

Perform arithmetic operations with complex numbers.	Summary and documentation met. Cite examples from the			, cluster, and s	standard are
N-CN.2  Use the relation $i^2 = -1$ and the commutative, associative, and distributive properties to add, subtract, and multiply complex numbers.  Note: $i^2$ as highest power of $i$ .	Important Mathematical Ideas	1	2	3	1 4
	Skills and Procedures	1	<del>\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\</del>	3	4
	Mathematical Relationships	1	×1 2	3	4
	Summary / Justification / Ev	vidence			
Indicate the chapter(s), section(s), and/or page(s) reviewed.	a				
9.8	Portions of the domain, clust developed in the instruction	nal materi	als (if any):		
p. 248-257	problem solvy true	ony 1	mode example	relevant	to
	Overall Rating	1	<b>≻</b>   2	3	<del></del>

Title of Instructional Materials:

## ALGEBRA II — NUMBER AND QUANTITY (N)

Use complex numbers in polynomial identities and equations.	Summary and documentation met. Cite examples from the		e domain, clu	ster, and standa	ard are
N-CN.7  Solve quadratic equations with real coefficients that have complex solutions.  Note: Polynomials with real coefficients.	Important Mathematical Ideas	1	2	3	4
	Skills and Procedures	1	2	3	4
	Mathematical Relationships	1	2	3	4
Indicate the chapter(s), section(s), and/or page(s) reviewed.	Summary / Justification / Ex Very procedural and	d only	few refe	prices mude	
4.8 p. 248-265	Portions of the domain, clus developed in the instruction			missing or not	well
	Overall Rating	<del>(  </del> 1	2	3	4

Reviewed By:	
Title of Instructional Materials:	

## ALGEBRA II — NUMBER AND QUANTITY (N)

Use complex numbers in polynomial identities and equations.  Summary and documentation of how the domain, cluster, and smet. Cite examples from the materials.				luster, and stan	dard are
N-CN.8	Important Mathematical Ideas	4 1			
(+) Extend polynomial identities to the complex numbers. For example, rewrite $x^2 + 4$ as $(x + 2i)(x - 2i)$ .	Important wathematical fueas	1	2	3	4
Note: Polynomials with real coefficients.					
	Skills and Procedures	<del>                                      </del>		<del>× - </del>	<del></del>
		I	2	3	4
	Mathematical Relationships	<del>(  </del>		<del></del>	<del></del>
		1	2	3	4
	Summary / Justification / E	vidence			
Indicate the chapter(s), section(s), and/or page(s) reviewed.					
Q. 248 - ZG 5	Portions of the domain, clu developed in the instruction	ster, and st	andard that a	are missing or r	not well
					•
	Overall Rating	<del></del>			<del>-</del>
		1	2	3	4

Title of Instructional Materials:

## ALGEBRA II - NUMBER AND QUANTITY (N)

Use complex numbers in polynomial identities and equations.	Summary and documentation of how the domain, cluster, and standard an met. Cite examples from the materials.
N-CN.9  (+) Know the Fundamental Theorem of Algebra; show that it is true for quadratic polynomials.  Note: Polynomials with real coefficients.	Important Mathematical Ideas  1 2 3 4
	Skills and Procedures  1 2 3 4
	Mathematical Relationships  1 2 3 4
Indicate the chapter(s), section(s), and/or page(s) reviewed.	Summary / Justification / Evidence  Several pages of examples and problems dedicated to the FTA
p. 319 - 324, 351	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
	Overall Rating  1 2 3 4

Title of Instructional Materials:

## ALGEBRA II - FUNCTIONS (F)

Building Functions (F-BF)

Build a function that models a relationship between two quantities.	Summary and documentation met. Cite examples from the		e domain, clus	ster, and star	idard are
F-BF.1b  1. Write a function that describes a relationship between two quantities.*	Important Mathematical Ideas	1	2	3	<del>\ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ </del>
<ul> <li>b. Combine standard function types using arithmetic operations. For example, build a function that models the temperature of a cooling body by adding a constant function to a decaying exponential, and relate these functions to the model.</li> <li>Note: Include all types of functions studied.</li> </ul>	Skills and Procedures	1	1 2	<del></del>	<del>\ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ </del>
	Mathematical Relationships	1	2	3	4
Indicate the chapter(s), section(s), and/or page(s) reviewed.	Summary / Justification / E extensive modeling and problems general to		etre alay	on the re-	frences
sect. 6-6, 7-2, 8-3	Portions of the domain, clu developed in the instructio			e missing or	not well
	Overall Rating	<del></del>			<del>\</del>

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Reviewed By:	

Title of Instructional Materials:

### ALGEBRA II - FUNCTIONS (F)

Building Functions (F-BF)

Build new functions from existing functions.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.				
F-BF.3 Identify the effect on the graph of replacing $f(x)$ by $f(x) + k$ , $k$ $f(x)$ , $f(kx)$ , and $f(x + k)$ for specific values of $k$ (both positive and negative); find the value of	Important Mathematical Ideas	1	2	3	4
k given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. Include recognizing even and odd functions from their graphs and algebraic expressions for them.  Note: Include simple radical, rational, and exponential functions; emphasize common effect of each transformation across function types.	Skills and Procedures	<del>←  </del> 1	2	3	4
	Mathematical Relationships	1	2	3	4
	Summary / Justification / E	vidence		E	
Indicate the chapter(s), section(s), and/or page(s) reviewed.					
Sect. 2.7, 4-1, 5.1, 5.9, 8.2, 8.3	Portions of the domain, cludeveloped in the instruction	nal materials (	if any):		ot well
	Overall Rating	<del> </del>   1	2	3	<b>→</b> 4

Title of Instructional Materials:

## ALGEBRA II — FUNCTIONS (F)

Building Functions (F-BF)

Build new functions from existing functions.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.				
F-BF.4a 4. Find inverse functions.	Important Mathematical Ideas	<del>                                      </del>	<del> </del> 2	+ ×	1
a. Solve an equation of the form $f(x) = c$ for a simple function $f$ that has an inverse and write an expression for the inverse. For example, $f(x) = 2 x^3$ or $f(x) = (x+1)/(x-1)$ for $x \ne 1$ .	Skills and Procedures	1	2	,	4
Note: Include simple radical, rational, and exponential functions; emphasize common effect of each transformation across function types.	Skills and Procedures	1	2	3	4
·	Mathematical Relationships	1	2	× 1	4
	Summary / Justification / E	vidence			
Indicate the chapter(s), section(s), and/or page(s) reviewed.					
Sect 6.7,7.3 + p.459-460 concept Byte	Portions of the domain, cluster, and standard that are missing or not videveloped in the instructional materials (if any):				
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	Overall Rating	1	2	3	4

Title of Instructional Materials:	
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## ALGEBRA II - FUNCTIONS (F)

Linear, Quadratic, and Exponential Models (F-LE)

Construct and compare linear, quadratic, and exponential models and solve problems.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.				
F-LE.4  For exponential models, express as a logarithm the solution to $ab^{ct} = d$ where $a$ , $c$ , and $d$ are numbers and the base $b$ is 2, 10, or $e$ ; evaluate the logarithm using technology.*	Important Mathematical Ideas	1	1 2	<del>1</del> ×	4
Note: Logarithms as solutions for exponentials.	Skills and Procedures	1	2	3	4
	Mathematical Relationships	1	2	3	<del></del>
Indicate the chapter(s), section(s), and/or page(s) reviewed.  P-469-494 P-433-494 (Chapter 7)	Summary / Justification / Evidence  Technology well embedded, good seed real-world examples, and good development of the relationship between the exponents and logar. Then.  Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):				
	Overall Rating	<del></del>	1 2	×	<del></del> 4